

NC DSS CHILDREN'S SERVICES  
**STATEWIDE TRAINING  
PARTNERSHIP**

## **2002 Year-End Training Report**

*Delivering competency-based, job-relevant,  
accessible training for North Carolina's  
child welfare social workers*

*August 2003*

Developed by

JORDAN INSTITUTE FOR FAMILIES  
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# EXECUTIVE SUMMARY

The purpose of this report is to update stakeholders on the progress we have made in the development of North Carolina's child welfare training system during 2002. By issuing this report, the North Carolina Division of Social Services Children's Services Statewide Training Partnership hopes not only to answer your questions but to provide information that will generate new questions and new ideas for promoting a positive learning environment for our state's child welfare workers.

As the chart below makes clear, the partnership provided many training opportunities for staff in county departments of social services and other community agencies throughout North Carolina during 2002.

Key Statistics	1998	1999	2000	2001	2002
Number of curricula offered	24	34	43	47	50
Number of training events offered	170	222	285	285	252*
Number of the above training events offered at the regional training centers	58	164	213	218	188*
Number of training days delivered	717	1,078	1,162	1,281	1,127*
Times the training <i>Child Welfare in North Carolina</i> (the Pre-Service) was offered	20	43	39	44	41
Number of registrants from County DSS	5,959	6,390	6,419	5,262	4,657
Number of registrants from other agencies	342	651	1,112	983	950

\*Reduction due to inclement weather and budget cuts

## Highlights for 2002

- **188** of 252 training events were offered at the partnership's regional training centers; this accounted for **75%** of partnership training events.
- **492** of 1,127 training days were devoted to pre-service training; this accounted for **44%** of the total number of training days.
- **860** child welfare and other human services workers attended the partnership's three-day conference, "Everyday Heroes: Climbing to New Heights"; these participants are not included in the attendance figures featured in the table above.
- **98** of North Carolina's 100 county departments of social services were served by the partnership's training events.

The North Carolina Division of Social Services is proud of our accomplishments during 2002, the fourth year of a five-year effort to reach our vision: ***A North Carolina child welfare training system that guarantees competency-based, job-relevant, accessible, affordable, consistent, timely, and thorough training for children's services workers.***

# **NORTH CAROLINA DIVISION OF SOCIAL SERVICES CHILDREN'S SERVICES STATEWIDE TRAINING PARTNERSHIP**

## ***Mission***

The NC Division of Social Services Children's Services Section has developed the Children's Services Statewide Training Partnership (CSSTP), whose mission is to develop, implement, and evaluate a responsible, accessible training and educational system and to achieve a competent child welfare workforce committed to ensuring safe, permanent, nurturing families for children at risk of abuse, neglect, or dependency. To support its mission, this partnership seeks the following outcomes:

- Service providers who demonstrate the knowledge and skills necessary to help families and children achieve safety and timely permanence.
- Service supervisors and managers who demonstrate the knowledge and skills necessary to help service providers achieve successful outcomes.
- Training programs and other learning resources that are open and accessible to community agencies and staff members.

## ***History***

The NC Division of Social Services began providing training to county departments of social services' children's protective services (CPS) social workers in 1985 through a federal child abuse and neglect grant. Effective FY 1987–88, the training model that was developed through the federal grant was integrated into the regular state budget through a state appropriation specifically designated for CPS training. This funding created two consultant/trainer positions and one clerical position. Over the next six years, the training that was developed and provided to CPS social workers was related to CPS policy and practice, legal aspects of child protective services, and medical aspects of child maltreatment.

In 1991 Governor James G. Martin made this training mandatory through Executive Order 142, "Children's Protective Services." To provide this training, the Division received funding for three additional training positions and an additional clerical position. In 1993, the Division added the requirement that staff members attend risk assessment training. In 1997, attendance at the curricula *Child Development in Families at Risk* and the *Effects of Separation and Loss on Attachment* also became required.

In 1995, the General Assembly passed 131D-10.6A. This law required foster care and adoption social workers to receive 84 hours of pre-service training and 18 additional hours of in-service training annually thereafter. It also required that foster parents receive 30 hours of training prior to licensure and ten hours of in-service training annually thereafter. In order to implement this law, two additional trainer positions were added, one in foster care and one in adoption. These two trainers focused primarily on ensuring that foster and adoptive parents receive the required training. A contract with the North

Carolina Family and Children's Resource Program, part of the Jordan Institute for Families within the University of North Carolina at Chapel Hill School of Social Work, was initiated to provide mandatory training to foster care and adoption social workers.

In August 1997, the General Assembly passed a law that made pre-service (prior to direct client contact) and in-service training mandatory for all county DSS child welfare services staff and supervisors. This law was amended in 2000:

**“G.S. 131D-10.6A. Training by the Division of Social Services required.**

- (a) The Division of Social Services, Department of Health and Human Services, shall require a minimum of 30 hours of pre-service training for foster care parents either prior to licensure or within six months from the date a provisional license is issued pursuant to G.S. 131D-10.3 and a mandated minimum of 10 hours of continuing education for all foster care parents annually after the year in which a license is obtained.
- (b) The Division of Social Services shall establish minimum training requirements for child welfare services staff. The minimum training requirements established by the Division are as follows:
  - 1) Child welfare services workers shall complete a minimum of 72 hours of pre-service training before assuming direct client contact responsibilities;
  - 2) Child protective services workers shall complete a minimum of 18 hours of additional training that the Division of Social Services determines is necessary to adequately meet training needs;
  - (3) Foster care and adoption social workers shall complete a minimum of 39 hours of additional training that the Division of Social Services determines is necessary to adequately meet training needs;
  - 4) Child welfare services supervisors shall complete a minimum of 72 hours of pre-service training before assuming supervisory responsibilities and a minimum of 54 hours of additional training that the Division of Social Services determines is necessary to adequately meet training needs;
  - 5) Child welfare services staff shall complete 24 hours of continuing education annually.

The Division of Social Services may grant an exception in whole or in part to the requirement under subdivision (1) of the subsection to child welfare workers who satisfactorily complete or are enrolled in a masters or bachelors program after July 1, 1999 from a North Carolina social work program accredited pursuant to the Council on Social Work Education. The program's curricula must cover the specific pre-service training requirements as established by the Division of Social Services.

The NC Division of Social Services shall ensure that training opportunities are available for county departments of social services and consolidate human service agencies to meet the training requirements of this subsection.”

In 1997, in order to provide the additional pre-service and in-service training required by this law, the NCDSS Children’s Services Section reorganized to create the Staff Development Team, which operates as the central management organization for child welfare training in North Carolina.

In 1998, the Staff Development Team named the training program, “The Children’s Services Statewide Training Partnership” (*see Appendix A*), to reflect its collaborative structure. Guided by a Statewide Children’s Services Training Advisory Committee (*see Appendix B*) and in partnership with North Carolina’s community colleges, the CSSTP also created four regional training centers. These centers are located on the campuses of Asheville/Buncombe Technical Community College in Asheville, Central Piedmont Community College in Charlotte, Guilford Technical Community College in Greensboro, and Lenoir Community College in Kinston (*see Appendix C*). That same year also saw the development of a statewide training database, a curriculum structure (*see Appendix D*), and collaborative relationships with the University of North Carolina system, as well as with private training providers.

Since then, the General Assembly has allocated funds to create a fifth regional training center to serve southeastern North Carolina. The development of the fifth regional training center in Fayetteville, located at the Cumberland County Department of Social Services, began in 2001.

## **Vision**

In 1998, the Children’s Services Statewide Training Advisory Committee (STAC) guided the CSSTP in creating a Five Year Vision Plan (1999–2004) based on the belief that standardized, competency-based foundation and advanced practice training must be provided to all children’s services staff. This vision is of a **North Carolina child welfare system that guarantees competency-based, job-relevant, accessible, affordable, consistent, timely, and thorough training for child welfare workers**. This vision is to be driven by the accomplishment of ten clearly defined goals (*see Appendix E*).

In pursuit of these goals, in 2002 the partnership continued to develop the following: a structure for creating and delivering curricula, a tool individuals can use to assess their personal training needs, an automated system for tracking training data, a pool of competent trainers, a plan for revision and development of curricula, functional regional training centers, a training evaluation system, a partnership administrative structure, a transfer of learning system, and a collaborative education program.

# 1. NORTH CAROLINA CHILD WELFARE COMPETENCIES

*“To formalize an ongoing process for reviewing and adopting child welfare competencies that are comprehensive, relevant, and responsive to the changing child welfare system in North Carolina.” (Goal One)*

In 1998, the CSSTP made the decision to build a competency-based training system. For each curriculum we write, curriculum writers begin with a list of competencies consisting of the knowledge and skills workers need in order to succeed in the various roles of child welfare social work. As the CSSTP moves forward with curriculum revisions, evaluative efforts, and transfer of learning strategies, we must ensure that a comprehensive and current list of child welfare competencies is available for each course we develop and teach. This goal has required on-going efforts and has been particularly important in two projects this year.

During 2002, construction of a Competency Database and Management System began. The purpose of this database is to facilitate the organization of the universe of child welfare competencies. This system provides the organizational framework by which competencies can be mapped to curriculum and job functions. It also provides a mechanism by which training administrators will be able to search, review, and edit competencies according to level and link them to social workers’ job functions and child welfare curricula.

In 2002, the Children’s Services Staff Development Team reviewed the list of competencies for the pre-service curriculum (*Child Welfare in North Carolina*) to ensure that each competency was adequately addressed in the training materials. The team made adjustments as needed and authors revised their courses to provide more in-depth material for beginning social workers.

Also during 2002, competencies were being developed for two new curricula. Competencies for the curriculum *Partners in Change I: A New Perspective on Child Protective Services* were being finalized in advance of its initial publication in July 2003. The training content has evolved through a series of four pilots of *Partners in Change* conducted across the state in June 2002 for staff in the ten Multiple Response System (MRS) counties. Competencies were determined through group and individual discussions with the workshop participants as well as through written evaluations of the training.

Competencies for *Partners in Change II: Putting the Partnership Principles into Practice* are being determined through a similar process. In addition to feedback from participants in the four pilots, the content of the training was determined through on-site needs assessments conducted in 2002 with staff in the ten MRS counties. Additional competencies were also established for *Shared Parenting*, *The Cornerstones Family-Centered Practice Series*, and *Skills and Awareness Development for Team Decision Making*.

## 2. NORTH CAROLINA CHILD WELFARE CURRICULUM STRUCTURE AND DELIVERY

*“To provide standardized pre-service and foundation level training for all new child welfare services employees, and to provide specialized and advanced practice in-service training to child welfare services employees and other community professionals.” (Goal Two)*

### **Structure of Curricula**

In 2002, the CSSTP continued to provide the required pre-service foundation and advanced level training for all new child welfare services employees based on the following curriculum structure:

**100 Series training (Foundation Level Training).** Social workers and social work supervisors with child welfare services responsibilities must complete 72 hours of pre-service training prior to having direct contact and/or assuming supervisory responsibility. Pre-service training is comprised of the curricula:

- *Child Welfare in North Carolina* (revised in 2002)
  - Foundations of Child Welfare (Week I)
  - Family Assessment (Week II)
  - Transfer of Learning (Week III)
  - Family Change Process (Week IV)
- *Family-Centered Practice Foundation in Family Preservation Programs*

**200 Series, Tier 1 (Foundation Level Training).** Social workers and supervisors must complete the 200 Series, Tier 1 training within one year of assuming a child welfare services position. These courses meet the required 18/39 hours of additional training within the first year of employment. The Tier 1 training is comprised of four curricula:

- *Legal Aspects of Child Welfare Services*
- *Child Development in Families at Risk*
- *Effects of Separation and Loss on Attachment* (revised in 2002)
- *Medical Aspects of Child Abuse and Neglect for Non-Medical Professionals*

**200 Series, Tier 2 (Specialized Training).** Social workers and social work supervisors must complete the 200 Series, Tier 2 training, as it is applicable to their job functions, within one year of assuming a child welfare services position. These courses also meet the required 18/39 hours of additional training within the first year of employment. Tier 2 training is comprised of the following courses:

- *Adolescent Independent Living 101*
- *Adoptions in Child Welfare Services*
- *Case Planning and Case Management in Child Welfare Services* (revised 2002)

- *Connecting with Families: Family Support in Practice*
- *Intake in Child Welfare Services*
- *Investigative Assessment in Child Welfare Services*
- *Placement in Child Welfare Services*
- *Family-Centered Practice in Family Preservation Programs*
- *Foster Family Home Licensing in Child Welfare Services (revised in 2002)*

**300 Series (In-Service Training).** Social workers and social work supervisors, regardless of employment date, are required to have 24 hours of continuing education every year after their first year of employment. To help them meet this requirement the CSSTP offered the following courses in 2002:

- *Adolescent Independent Living Group Work*
- *Adult Mental Health Issues which Impact Families Served by Child Welfare*
- *An Orientation to Team Decision Making (implemented 2002)*
- *Connecting with Families: Family Support in Practice*
- *Creating and Sustaining a Vision for Multiple Response (implemented 2002)*
- *Deciding Together: A Program to Prepare Families for Fostering or Adoption on an Individual Basis*
- *Domestic Violence: An Overview*
- *Emotional Aspects of Termination of Parental Right*
- *Financial and Legal Aspects of Adoption*
- *Foster Family Home Rules Changes (implemented 2002)*
- *Fostering and Adopting the Child Who Has Been Sexually Abused*
- *In the Best Interest of the Child: Making the Most of Visitation*
- *Introduction to Child Sexual Abuse in Child Welfare Services*
- *Introduction to Substance Abuse for Child Welfare Services*
- *Introduction to Supervision for Child Welfare Services*
- *IV-E: An Overview (implemented 2002)*
- *Knock on the Door: An Exploration of Alternative Response in Olmsted County, MN Social Services (implemented 2002)*
- *Model Approach to Partnerships in Parenting/Group Preparation and Selection (MAPP/GPS)*
- *Money Matters: Foster Care Funding Basics*
- *Partners in Change I: A New Perspective on Child Protective Services (implemented 2002)*
- *Results-Oriented Leadership*
- *Setting the Stage for Family-Centered Meetings: County Orientation (implemented 2002)*
- *Shared Parenting (implemented 2002)*

- *Skill and Awareness Development for Team Decision Making (implemented 2002)*
- *Structured Decision Making Assessments in Child Welfare (implemented 2002)*
- *Taking the Next Step*
- *Understanding and Intervening in Child Neglect (implemented 2002)*
- *Understanding Child Mental Health Issues (implemented 2002)*

**400 Series (Foster Parent Training).** These courses help foster parents develop the broad range of knowledge, skills, self-awareness, and patience needed to care for children living in their homes. Foster parent applicants, newly licensed after July 1, 1995, must receive 30 hours of training prior to licensure and all existing and new foster families must receive ten hours of in-service training on an annual basis. In 2002, the CSSTP offered the following 400 series courses:

- *Helping Youth Reach Self-Sufficiency: Foster Parent Training*
- *Real World Instructional Event*

**Customized Training.** A customized training event is tailored to the unique strengths and needs of specific participants. In addition to providing trainings to help social work professionals meet their continuing education requirements, in 2002 CSSTP also offered the following training events:

- *Dual Diagnosis in Substance Abuse*  
(One-day training provided to child welfare social workers)
- *Partners in Change (Pilot): A New Perspective on Child Protective Services*  
(Two-day training provided to the 10 MRS counties)
- *Partners in Change (State): A New Perspective on Child Protective Services*  
(One-day training provided to the Division's child welfare staff)

## **2002 Curriculum Delivery**

During 2002 the CSSTP provided many training opportunities for staff in county department of social services and other community agencies (*see Appendix F*). A total of **50** different curricula were offered during 2002, compared with the 47 offered in 2001. These courses were offered many times, for a total of **252** training events or **1,127** days of training (*see Table 1*).

Of the **5,607** registrations received for training in 2002 (*see Table 2*), **4,657** were from county DSS workers (*see Table 3*) and **950** were from other agencies (*see Table 4*). **Ninety-eight** county departments of social services were served at these training events (*see Table 5*). In addition to these training events, a three-day conference, "Everyday Heroes: Climbing to New Heights," was held in Asheville. A total of **860** child welfare and other human services workers attended.

### 3. INDIVIDUAL TRAINING COMPETENCY ASSESSMENT

*“To implement and utilize the Individual Training Competency Assessment statewide computerized tracking system.” (Goal Three)*

The Individual Training Competency Assessment (ITCA) is comprised of a web site and database that together form a learning management system designed to provide social workers with a structured environment for reviewing, assessing, and tracking their professional development. Child welfare social workers and supervisors will be able to use this system to identify job-related competencies, training interests and needs; track their personal training histories; and develop professionally. The ITCA will also provide information to training system managers that will facilitate the coordination of training resources by letting data guide the selection, time, and location of child welfare training.

The ITCA’s password-protected web site will allow workers to view and update their personal training-related information and ITCA history and to register for training online. Workers will be asked to verify and update their training information at least once a year, though they can use the ITCA as often as they like.

The ITCA development plan was implemented during 2002. Building upon last years’ preparation phase, which consisted of the development of the underlying database logic and structure, the project team codified into a database and web site system what data will be collected, by whom, and how will it be processed for reporting purposes. Four additional issues were identified and successfully implemented in the course of the system design: (1) connecting ITCA users to the North Carolina Statewide Training System (NCSTS) database, (2) allowing users to return to where they stopped if an ITCA session is interrupted, (3) a means for organizing the competencies in different ways (e.g., by job functions), (4) connecting the ITCA to the competency database. The basic look and feel of the ITCA web site were also agreed upon and implemented.

Further implementation will depend on resolving issues concerning the validation of the method by which scores are determined, and a review to determine how best to pose questions about competencies in order to obtain valid and reliable data from workers. Additional goals include the development of a marketing strategy, the creation of guidelines for ITCA use, and the review and finalization of competencies for all curriculum and job functions.

## 4. NCDSS STAFF AND CONTRACT TRAINERS

*“To develop a pool of competent trainers (both NCDSS staff and contract) to meet the changing needs of North Carolina’s child welfare system.” (Goal Four)*

### ***Recruiting and Selecting Contract Trainers***

Last year we implemented a new screening and selection process, which has helped us match potential trainers with the appropriate curriculum. In addition to an application, contract trainers are required to submit a copy of their vitae and, if employed by a county DSS agency, a letter of support from their director. Once the application packet is complete, our staff review the packet for approval and the trainer is matched with the curriculum in which they have the most expertise.

Once selected, contract trainers begin by observing a training event. When teaching the curriculum for the first time themselves, they are observed by a staff trainer and given feedback on their training skills. To ensure high quality, all participant evaluations are reviewed and contract trainers are observed on a periodic basis. During 2002, based on the selection and approval procedures, the CSSTP continued to select and prepare contract trainers to deliver training for the Division.

### ***Developing Training Skills***

Four years ago when the CSSTP embarked on the development of a new training system for child welfare staff, many new trainers were added to both the staff and the contract trainer pool. Most of the individuals hired at that time were drawn from the county systems within the state and possessed extensive experience and knowledge of the content areas they would be training. However, many of the trainers had little formal training experience. Therefore, the CSSTP values the importance of on-going professional growth for trainers. The following training skills development opportunities were provided in 2002.

*Professional Development Group.* Resources for Change, Inc., in conjunction with the Children’s Services Staff Development Team, established a professional development group for the Division’s regional and central office trainers. This group held two-day trainings three times in 2002. These trainings provided a forum for surfacing challenging training situations and for generating ideas to address such challenges. They also focused on development of facilitation skills which could be used in a wide range of training situations. Participants engaged in careful deconstruction of the training situations they had encountered—both the activities they experienced within this training and activities/situations described in other trainings.

*Trainer Skills Development Course* (see Appendix F). This course is available on a yearly basis to trainers employed by the state, county department of social services, and contract agencies. The training focuses on skills and approaches trainers can use to more effectively reach their audiences. This year, the trainers were provided with opportunities to surface issues related to challenging training and to explore different approaches to

using structured activities (such as role-plays, guided imagery, and values clarification). Trainers were also exposed to a variety of group activities that they were encouraged to adapt to their own settings.

*Targeted Training Course for State and Regional Trainers.* This course was offered throughout the year. Trainers were provided training which focused on their individual performance and their work with training partners within curricula they were to deliver. They were provided assistance in curriculum design and were provided feedback on their work. They were given a chance to practice new models for using structured feedback processes and were taught to assess and evaluate their partners' performance, as well as their own.

*Training-of-Trainers Event (TOT).* During 2002 curriculum developers conducted a TOT attended by regional training staff and county trainers to review the new components of the revised *Child Welfare in North Carolina* (pre-service) curriculum, which includes the new structured decision-making tools.

Also, a TOT event was developed to provide trainers with an overview of the changes to the *Case Planning and Case Management in Child Welfare Services* curriculum including the new structured decision-making tools and an increased focus on family-centered practice. This TOT is scheduled for January 2003.

## 5. CURRICULUM REVISION, DEVELOPMENT, AND OTHER TOOLS

*"To design a dynamic curriculum development system that emphasizes competencies, social work values, ethics, and North Carolina's child welfare standards in all learning tools." (Goal Five)*

### **Curriculum Revision**

In the previous year curriculum writers at the Division began the process of completing the third revision to the *Child Welfare in North Carolina* curriculum to include new structured decision-making tools and to ensure the training reflected the desired competencies. The regional training staff piloted the revised curriculum and the final revision was implemented in May 2002. The Division will continue to review, update, and revise the curriculum as needed to ensure that it is current with research, legal statutes, policies, and child welfare standards.

Three other curricula were revised during 2002. The course *Effects of Separation and Loss on Attachment* was revised to include new research and enhance overall effectiveness of the curriculum. The course *Foster Family Home Licensing* was revised to include new statutes and policies regarding the licensing of foster homes. *Case Planning and Case Management in Child Welfare Services* was revised to include new policies, standards, and the new structured decision-making tools. This course was also given an increased focus on family-centered practice and the skills case planners and case managers need to perform their daily duties.

## **Curriculum Development**

During 2002 the partnership initiated the development of the following new courses, which will be implemented in 2003:

1. **Cornerstone 1: Multiple Response Is System Reform: Key Strategies for the Future Direction of Child Welfare Services in North Carolina.** This one-day training for county departments of social services staff and their community partners explores the relationship between family outcomes, family-centered practice, and the Multiple Response System (MRS). This course also addresses the history and need for system reform in North Carolina, the benefits of the seven MRS strategies, and the six principles necessary for family-centered partnerships. It also gives participants an opportunity to explore their county's strengths and needs and how they relate to implementing MRS and achieving family-centered outcomes. Every training event will be tailored to the unique strengths and needs of the counties participating, and will be offered to individual or small groups of counties in early 2003.
2. **Cornerstone 2: What's Good for Families Is Good for Workers: A Training for Child Welfare Supervisors.** This four-day skills-based training explores the relationship between parallel process, the supervisor's role as coach, and family-centered practice. Underlying this course is the belief that if a supervisor truly embraces the principles of family-centered practice, he or she will be worker-centered, thereby modeling effective work with families. The training also applies the six principles of family-centered partnership to supervisors' work with the staff they supervise. This training will be offered at regional training centers and on-site at county DSSs between April and August 2003.
3. **Partners in Change II: Putting Partnership Principles into Practice.** This three-day workshop is a follow-up to *Partners in Change I: A New Perspective on Child Protective Services* and is designed for CPS workers and supervisors who are implementing the Multiple Response System (MRS). This training provides an in-depth look at how the six principles of family-centered partnership can be put into practice in the field with typical CPS client-families. Workshop topics include solution-focused strategies; overcoming resistance; addressing apathy, motivating families to make changes; and using and developing community supports for families. Participants will have opportunities to share their experiences; do group brainstorming for solutions, and present cases for feedback and suggestions. This training will be implemented in the early 2003.

The partnership implemented the following new courses in 2002:

1. **An Orientation to Team Decision Making**—provides basic information on how to prepare for and implement Team Decision Making (TDM), one of the four core strategies of the Family-to-Family initiative. In TDM, all decisions involving removal, change of placement, or permanency for children served by public child welfare agencies are made collaboratively in a meeting facilitated by skilled agency staff. Participants include birth families, their support persons (such as kin, providers of service, caregivers, and community representatives

from the neighborhood in which the family resides), and agency staff. Questions of safety and risk are considered in an atmosphere emphasizing inclusion, openness, respect for all, and a strengths/needs based approach.

2. **Creating and Sustaining a Vision to Multiple Response**—provides supervisors and managers with the knowledge needed to communicate a vision for MRS, mentoring workers and teams, and motivating and sustaining motivation among staff as the agency experiences “growing pains” related to MRS.
3. **Foster Family Home Rules Changes**—based on changes in the Administrative Rules for the licensure of foster family homes that were effective on February 1, 2001 and July 18, 2002, this course provides participants with an understanding of the purpose of each rule change and how it affects practice in public and private child placing agencies.
4. **IV-E: An Overview**—provides social work staff with an overview of the laws and policies regarding IV-E funding for children in the custody or placement responsibility of county departments of social services. Recent curricula revisions have incorporated lessons learned from a IV-E eligibility audit as well as updated case scenarios.
5. **Knock on the Door: An Exploration of Alternative Response in Olmstead County, MN Social Services**—provides an overview of the Family Partners model, with a glance at the assessment tools and service plan. Also examined will be the similarities and differences in the method of practice between a traditional and alternative response approach with families. Emphasis is on the establishing the safety and protection of children, improving child well-being, and strengthening families. Opportunities are provided for the experiential use of solution focused interviewing, appreciative inquiry, possibility therapy, signs of safety, and ethnographic interviewing.
6. **Partners in Change I: A New Perspective on Child Protective Services**—provides foundation training for CPS workers and supervisors who will be implementing MRS. This training is built on the belief that the most effective way to protect children is to strengthen their families, and the most effective way to strengthen families is through solution-focused partnerships with helping professionals. It also recognizes that the very nature of child protection practice presents many barriers to partnership with families. This training is based on six principles necessary for family-centered partnerships, with an emphasis on their use in CPS practice.
7. **Setting the Stage for Family-Centered Meetings: County Orientation**—focuses on the use of family-centered meetings as part of service delivery within the MRS. Using a variety of lively materials, games, and exercises, participants will learn the general guidelines for preparing for the meetings; explore the inclusion of children, extended family, and community members in the meetings; and come to understand the purpose, structure, and professional roles during the meetings. Participants will learn and share in a new, respectful, effective way of working with families.

8. **Shared Parenting**—is designed to train certified MAPP/GPS Leaders who will serve in the role of trainer to build specific skills and abilities of experienced foster parents. This curriculum provides seven, 2- to 3-hour modules each of which can be used as stand-alone in-service training for foster and adoptive parents. Modules include: finding a way to share, making and maintaining boundaries in shared parenting, fear and control in shared parenting, partnering with parents who abuse substances, shared parenting to foster or adopt children from families where there is domestic violence, shared parenting to foster or adopt children whose parents are mentally ill, and shared parental responsibilities.
9. **Skills and Awareness Development for Team Decision Making**—provides North Carolina's five Family to Family counties information and skills practice that prepares social work staff to facilitate the Team Decision Making Model.
10. **Structured Decision Making Assessments in Child Welfare Services**—provides social work staff with a historical and philosophical overview of the Structured Decision Making process and tools. Participants are provided with an opportunity to apply a family-centered approach in gathering information needed for the Safety Assessment, Risk Assessment, Family Strengths and Needs Assessment, Case Decision Summary, Risk Reassessment, and Family Reunification Assessment.
11. **Understanding Child Mental Health Issues**—provides a basic understanding of the childhood mental health problems most commonly seen in child welfare settings and focuses on the causes, symptoms, prognoses, risks, treatments, and interventions for pediatric depression, juvenile bipolar disorder, ADD/ADHD, oppositional-defiant and conduct disorder, and post-traumatic stress disorder.
12. **Understanding and Intervening in Child Neglect**—provides an understanding of what neglect is, how it affects children and families, and innovative interventions. The course explores how poverty and neglect are linked (but not the same), and cultivates skills for working with families for whom neglect is an issue.

### ***Other Tools for Learning***

To augment classroom training, the CSSTP produces the following newsletters:

**Children's Services Practice Notes.** *Practice Notes* is designed to help North Carolina's child welfare social workers stay on top of developments in their field and improve their practice with children and families. Published four times a year, *Practice Notes* goes out to 2,300 child welfare social workers in North Carolina. To learn more about this publication or review past issues, stakeholders can visit the *Children's Services Practice Notes* website at <<http://ssw.unc.edu/fcrp/Cspn/cspn.htm>>. 2002's topics were:

- Working with Juvenile Sex Offenders
- Working with Latino Families
- Multiple Response and Family-Centered Approach to CPS
- Forensic Interviewing and Child Welfare in North Carolina

**Fostering Perspectives.** A forum for those touched by foster care in North Carolina, *Fostering Perspectives* (FP) features information and essays, as well as writing and artwork by foster children. Published twice a year, *FP* goes out to all foster parents licensed through DSS in North Carolina and to all county DSS child welfare social workers. To learn more about this publication or review past issues, stakeholders can visit the *Fostering Perspectives* website at <<http://ssw.unc.edu/fcrp/fp/>>. 2002's topics were:

- Fostering Relationships
- CPS Implications for Foster Parents

**Training Matters.** *Training Matters* shares important news and ideas related to child welfare training in North Carolina. Published four times a year as an insert in the newsletter *Children's Services Practice Notes*, *Training Matters* goes out to 2,300 child welfare social workers in North Carolina. To learn more about this publication or review past issues, stakeholders can visit the *Training Matters* website at <[http://ssw.unc.edu/fcrp/tm/tm\\_mainpage.htm](http://ssw.unc.edu/fcrp/tm/tm_mainpage.htm)>. 2002's topics were:

- North Carolina's Child Welfare Education Collaborative
- New Training Courses Make their Debut in Spring 2002
- Preservice Helps New Workers (and Supervisors) Get Their Bearings
- The Family-Centered Approach

## ***Other Training Initiatives***

### **North Carolina Family Group Conferencing Project**

The North Carolina Family Group Conferencing Project (NC-FGCP) started in fall 1998 and ended in summer 2002. Over this four-year period, the project promoted the use of family group conferencing (FGC) through training, evaluation, and publication. The reporting period of January 2002 – June 2002 was the final part of this four-year project. By this time, the curriculum was well developed in line with principles of family inclusion in child welfare decision-making, culturally competent practice, and community building to safeguard children and other family members. These principles were further honed when, in the final year, the project was expanded to include six additional counties from diverse regions of the state: Cabarrus, Cumberland, Durham, Harnett, Jackson, and Lincoln. The training program was refined and expanded to include orientation, FGC facilitation, role of the social worker, and the evaluation of training. In 2001-2002, 54 formal training events and 149 informal sessions were held. All trainings emphasized a set of specific competencies, and the training evaluation showed high participant satisfaction. The implementation and outcome evaluation also served to enhance the training program and refine FGC policies. During the final six-month period, the NC-FGCP prepared and disseminated two documents in order to help others undertake conferencing: (a) *Family Group Conferencing in Child Welfare: Practice Guidance for Planning, Implementing, Training, and Evaluation* and (b) *North Carolina Family Group Conferencing Project: Building Partnerships with and around Families: Final Report to the North Carolina Division of Social Services, Fiscal year 2001-2002*.

### **North Carolina Family-Centered Meetings Project**

The North Carolina Family-Centered Meetings Project was initiated in July 2002 and built upon the learning from the North Carolina Family Group Conferencing Project. The intent was to address the need for flexibly applying family-involvement models that combine the resources of families, communities, and agencies and to support North Carolina's commitment to developing a multiple response system. The project met with representatives of the pilot counties in order to develop a curriculum responsive to their local contexts. Utilizing the county feedback, the project conceptualized a competency-based curriculum with five components: setting the stage for family-centered meetings; county orientation; leadership for family-centered meetings; supervisor's training; facilitator training for family-centered meetings; getting started; facilitator training for family-centered meetings; sharpening your skills; and by request learning support for family-centered meetings. The first module was delivered in five counties with positive feedback from participants, and the third module's curriculum was developed.

### **Child Welfare Supervision Listserv**

The supervision listserv has a current subscription of over 160 supervisors from across the state. It has served as a way for supervisors to address issues of concern and to discuss challenging situations with peers in other counties—particularly those issues with no clear or simple answers. Those who post issues get feedback online from their peers and from consultants. Participants are provided an opportunity to learn about new approaches in the field, to share their successes, and to learn about training opportunities in the state. A *Contemporary Issues in Supervision* curriculum was designed to provide supervisors with readily accessible training in their job sites using a web-based distance learning modality. This training-connected listserv was an attempt to provide a smaller venue for such training.

## **6. CHILDREN'S SERVICES REGIONAL TRAINING CENTERS**

*"To establish fully functional regional training centers." (Goal Six)*

During 2002 a total of **188** training events were offered at the regional training centers. Four children's services regional training centers (Asheville, Charlotte, Greensboro, and Kinston) were established in 1998 in partnership with Asheville/Buncombe Technical Community College in Asheville, Central Piedmont Community College in Charlotte, Guilford Technical Community College in Greensboro, and Lenoir Community College in Kinston. The Fayetteville Regional Training Center opened in 2002, in partnership with Cumberland County Department of Social Services. Two trainers and a clerical support position serve at each of these centers. The primary responsibility of each center is to deliver the required pre-service, 200 series, and 300 series training.

Hampered by the budget crisis over the last two years, the Fayetteville Regional Training Center opened in March 2002. This center has three classrooms and five offices.

The Fayetteville RTC provides pre-service, 200 series, and 300 series training. The additional office space will provide temporary offices for multi-disciplinary field staff in the southeastern region.

In August 2002 the Charlotte Regional Training Center moved from the Central Campus to the West Campus of Central Piedmont Community College. This was a successful move as the West Campus is a new building with state of the art audio-visual equipment, larger classroom space, ample and free parking for participants, easy access from major highways, and office space that is in close proximity to the classrooms.

## 7. CHILD WELFARE TRAINING EVALUATION SYSTEM

*“To ensure that evaluation becomes an integral component of the training system, including: evaluating trainers, participant learning, curricula, competencies, the ITCA process, training outcomes for children and families, cost analysis, and general satisfaction with training system responsiveness.” (Goal Seven)*

The training evaluation focused on four major areas this year: assessment of trainee satisfaction; assessment of pre-service training learning; provision of feedback on trainee performance during pre-service training; and evaluation of the MAPP-GPS program (Model Approach to Positive Parenting - Group). A brief summary of each of these work areas follows.

### **Assessment of Trainee Satisfaction**

During 2002, Participant Satisfaction Form (PSF) data from all child welfare training conducted during 2001 were analyzed. The primary purpose of this form is to furnish information for efficient management of the training system based on timely identification of trainee satisfaction and dissatisfaction with various aspects of training. The PSF covers three broad areas: the training curriculum, effectiveness of training delivery, and satisfaction with training arrangements and physical facilities. The 2001 report covered training events held from the **January 1, 2001 through December 31, 2001**. In all, **4952** PSFs were completed and returned from a total of **240** training events, conducted by **75** different trainers at **13** different cities across North Carolina.

Also, during the period of **January 1, 2002 through December 31, 2002** a total of **4092** PSFs were completed and returned from **214** training events (equivalent to **322** weeks of training), conducted by **65** different trainers at **17** different cities across North Carolina. The 2002 PSF data will be analysed and reported in the spring of 2003.

The findings from both reports (2001 & 2002) were extremely positive. Training participants appear to be very satisfied with almost all aspects of the child welfare training system, including curriculum, trainers, and (for the most part) facilities. Suggestions were made for review of several curricula and use of certain hotels as training facilities. A separate supplemental report was prepared to provide training managers with information on participant perceptions of individual trainers.

In 2002, the PSF was revised based on feedback from CSSTP trainers, training participants, and curricula developers. Some of the revisions include the rewording of several questions to avoid misinterpretation of their meaning, some questions were slightly modified for further clarification, and all demographic questions were removed to avoid participant identification issues. The revised PSF will be implemented in February 2003.

### ***Assessment of Learning in Pre-Service Training (PST)***

An item bank, including test items for all pre-service training (PST) modules was developed and the items were pilot tested and revised several times in order to create a valid test. The final pilot test is due to be completed in spring 2003. Full implementation of the knowledge test is expected in late spring or early summer 2003.

### ***Participant Feedback Form***

During an earlier evaluation of PST by county child welfare supervisors, research participants asked for information on how their employees performed in PST. In 2001, the Participant Feedback Form was designed to provide supervisors and trainees with specific information about trainee behavior during PST. In 2001, a pilot test was begun, and it was completed in 2002. Results of the pilot test indicated that most supervisors found the information to be helpful to them as they began to supervise their new employees, and the decision was made to implement this form for PST.

### ***Evaluation of MAPP/GPS Training***

The study of the implementation of the MAPP-GPS program in county DSS and private child placing agencies was begun in 2001 and completed in 2002. Results indicated fairly wide variation in how the program is offered, although respondents indicated that they did cover the intended content. An area of need that was identified was the widespread lack of foster/adoptive parent participation as co-trainers. Suggestions for involving more parents were presented.

A pilot test of foster and adoptive parents' perceptions of the MAPP-GPS program was conducted in three counties. Respondents indicated they found the program extremely helpful in preparation for fostering and adopting. The purpose of the pilot was to pretest a survey instrument and research procedures for a state-wide survey of foster and adoptive parents. However, the full scale survey was not conducted because the Division's needs changed and evaluation efforts were redirected to *Cornerstone 2*.

## **8. COLLABORATIVE PARTNERSHIP**

*"To have a policy and administrative structure that promotes ongoing and collaborative planning, management, and evaluation of all system components." (Goal Eight)*

The Staff Development Team, Children's Services Section of the NC Division of Social Services, manages the CSSTP. As the central management organization of the partnership, the Division has established an administrative structure that carries out the

purpose of the system. In addition, it provides a program administrator who bears day-to-day management responsibility and assesses the partnership's progress toward the purposes mentioned above. This program administrator serves on the Children's Services Section Management Team, which meets twice monthly. The Staff Development Team Program Administrator reports directly to the Chief of Children's Services, who in turn reports to the Director of the NC Division of Social Services. The program administrator directly supervises three trainers who travel from site to site, two curriculum writers/trainers, one contract administrator, two administrative support staff in the central office, and one program manager.

### ***Children's Services Statewide Training Advisory Committee***

The Children's Services Statewide Training Advisory Committee was established by the CSSTP and is comprised of state, regional, and county staff and consortium members who advise the Staff Development Team. The committee specifically focuses on the effectiveness and quality of the training program, paying special attention to strategic and operational planning and program evaluation. This committee meets four times a year (*see Appendix B*).

### ***Family-Centered Supervisors Training Advisory Committee***

The Advisory Committee of the Family-Centered Supervisors Training was established by the Children's Services Statewide Training Partnership and is comprised of state, regional, and county staff, university staff, private vendors, and a family advocate. Also, the National Child Welfare Resource Center for Family-Centered Practice provided consultation with the group. The purpose of this committee is to provide strategic planning for the development and implementation of family-centered practice principles into new and existing training curricula. The goal of this committee is to help North Carolina reform its child welfare system through the seven MRS strategies and through family-centered practice. In 2002 this committee began identifying competencies with front line and supervisory social work staff; the fruits of this effort are reflected in the *Cornerstones of Family-Centered Practice Series*.

### ***Statewide Training Database System***

The regional training centers and the central office continue to have immediate and simultaneous access to training information through the North Carolina Statewide Training System (NCSTS). Designed for use over the World Wide Web, this database system serves two primary functions: it tracks the enrollment and completion of training by social workers in North Carolina and it provides administrators with information useful for monitoring the demand and supply of child welfare training across the state. A new version of the NCSTS (version 2.5) was finalized during FY 2000-2001 and implemented in December 2001. This version improved the State's ability to generate reports online and tracks the training qualifications of NCDSS staff and contract trainers. It also allows individuals to register for upcoming training events directly online.

Several enhancements were made to NCSTS version 2.5 during 2002, with emphasis on the administrative site. Specifically, we added a new layer of online security and

accommodated two sister-databases—the competency database and the Individual Training Competency Assessment (ITCA) database.

During 2002 revisions to the NCSTS Online Registration website began to provide users with better information and advanced features to enhance users' experience. The revised website, "North Carolina Social Services Professional Development," will be launched in 2003.

## ***The Multiple Response System Reform Effort***

In 2002, North Carolina began to reform its child welfare system through the seven strategies of the Multiple Response System (MRS). Under MRS, rather than treating every report as if it were potentially a serious case of criminal child abuse/neglect, intake reports are carefully sorted into one of two approaches. The first, the **investigative assessment approach**, resembles the classic child protective services (CPS) response in which workers perform a rigorous investigation. In the second, the **family assessment approach**, child safety is still the first concern, but the overall nature of the agency's contact with the family is much more supportive.

MRS does more than change the way agencies respond to reports of abuse and neglect. Because the aim of this effort is to make the child welfare system as a whole more family-centered, MRS employs seven strategies for reform. These seven strategies, outlined below, prescribe changes in the way social workers, foster parents, and others do their jobs throughout the entire continuum of child welfare.

### **Strategies of the Multiple Response System**

1. Strengths-based, structured intake process
2. Choice of two approaches to reports of child abuse, neglect, or dependency
3. Coordination of law enforcement agencies and child protective services while using the investigative approach
4. Redesign of in-home family services
5. Child and family team meetings
6. Shared parenting meetings
7. Collaboration between work first and child welfare programs

In April 2002, to support this new approach in child welfare, North Carolina implemented new Structured Decision-Making tools to help child protective services workers determine how to respond to families. In August 2002, ten counties department of social services (Alamance, Bladen, Buncombe, Caldwell, Craven, Franklin, Guilford, Mecklenburg, Nash, and Transylvania) began piloting MRS. In preparation for MRS, representatives from Caldwell and Alamance counties traveled to Minnesota to observe that State's multiple response system. To support the implementation of MRS, North Carolina also brought in professionals from other states to train Division staff and child welfare workers from pilot counties.

During 2002, through a collaboration among members of the Child Welfare Statewide Training Partners, several new courses were developed to train county DSS social workers to use the new structured decision making tools, to facilitate family-

centered and shared parenting meetings, and to help them understand and put into practice the seven MRS strategies and the six principles of partnership:

### **Six Principles of Partnership**

- Everyone desires respect
- Everyone needs to be heard
- Everyone has strengths
- Judgments can wait
- Partners share power
- Partnership is a process

## **9. TRANSFER OF LEARNING SYSTEM**

*“To develop and implement a transfer of learning system that is comprehensive, consistent, and structured.” (Goal Nine)*

Providing child welfare services requires specific areas of knowledge and skill. To be recognized as competent, agency administrators, supervisors, and social workers must demonstrate professional behaviors that achieve the overall purposes of child welfare. Developing competence in child welfare requires the workers’ effective application, on the job, of knowledge and skills gained in training. Transfer of learning involves specific activities the trainer or participant and his or her supervisor can engage in before, during, and after training to assist staff in becoming competent.

A transfer of learning strategy was devised and implemented for all pre-service training participants effective September 1, 2002. As a requirement for completion of pre-service training, participants are expected to participate in activities that will prepare them for training, such as reviewing the Participant Feedback Form and Benchmarks prior to training as well as reviewing the CD-ROM, *Orientation to the NC Social Service System* and *Customer Service Excellence*. During training, participants are expected to return to their agencies during week three and complete specific activities related to the knowledge they gained in weeks one and two. Also, during week four of training, participants are assigned specific activities to complete at the conclusion of each training day. The entire transfer of learning packet is submitted to the trainers on Day 12 of pre-service training. The trainers review the completed information, providing written feedback to the participants and their supervisors regarding the content of the material completed by the participant. While most of the activities contained within the transfer of learning packet are self-directed, the role of the agency supervisor in this process is paramount to the new worker’s success in transferring knowledge learned in the classroom to situations on the job.

## 10. EDUCATION COLLABORATIVE

*“To prepare undergraduate and graduate level social work students for work in children’s services in county departments of social service.” (Goal Ten)*

The NC Child Welfare Education Collaborative (the Collaborative) is a joint effort of North Carolina social work education programs, the NC Division of Social Services, and other partners such as the NC Association of County Directors of Social Services and the NC Chapter of the National Association of Social Workers. Established in 1999, the Collaborative strengthens public child welfare services by increasing the number of well trained and highly committed BSW and MSW social workers employed in local departments of social services. Offering specialized educational opportunities emphasizing public child welfare practice, the Collaborative provides financial support for selected social work students who will commit to work in a North Carolina county department of social services. While they are in school, Collaborative students (child welfare scholars) satisfy all requirements for the state-mandated child welfare pre-service training. Collaborative students can begin field placement with a county department of social services without having to take the 72-hours pre-service course, and agencies can hire these students as fully qualified for child welfare social work positions and do not have to incur the expense of pre-service training.

Three MSW programs (UNC at Chapel Hill, East Carolina University, and the NC A&T State University/UNC at Greensboro – Joint MSW) and three BSW programs (NC State, UNC at Wilmington, and Appalachian State) offered the child welfare scholars program in FY 2002-2003. Thirty-four BSW and 69 MSW students participated in the Collaborative in 2002-2003. Twenty one percent of the students in field placement this year are completing placements at agencies where they are also employees. When agencies and social work education programs work together to tailor field placements, more DSS employees are able to return to school and earn social work degrees. Ninety child welfare scholars have graduated since 1999 and begun employment at North Carolina county departments of social services.

### Child Welfare Education Collaborative: Key Statistics

	1999-2000	2000-2001	2001-2002	2002-2003
Social Work Education Programs	3	6	6	6
Child Welfare Scholars	31	89	115	103
Scholars in Field Placement (Total Hours)	23 (hrs. not available)	71 (39,664 hrs.)	86 (48,148 hrs.)	75 (58,272 hrs.)
Counties Hosting Field Placements	13	33	36	33
Graduates During Academic Year	2	35	54	62
Counties Employing Graduates	1	19	33	Not yet available

The process of including other accredited social work education programs at schools within the University of North Carolina system continued during this year. Schools that

completed the curriculum review process and received a pre-service training waiver are: East Carolina University (BSW), North Carolina Central University (BSW), and Western Carolina University (BSW), University of North Carolina at Pembroke (BSW) and University of North Carolina at Charlotte (BSW and MSW). These schools began offering increased child welfare content in the curriculum and will implement the child welfare scholar program when funding becomes available.

## **12. Appendices and Tables**

# **APPENDIX A: NCDSS CHILDREN'S SERVICES STATEWIDE TRAINING PARTNERSHIP MEMBERS, 2002**

- Appalachian State University  
(Bringing It All Back Home Study Center)
- Children and Family Services Association–NC
- Cumberland County Department of Social Services
- Independent Living Resources, Inc.
- NC A & T State University Social Work Program
- NC Association of County Directors of Social Services
- NC Community College System
- NC Division of Social Services
- NC Kids, Adoption and Foster Care Network
- NC State University Department of Sociology/Social Work
- Resources for Change, Inc.
- UNC-Chapel Hill School of Social Work  
(Jordan Institute for Families)
- UNC-Chapel Hill School of Medicine
- UNC-Greensboro Department of Social Work

## **APPENDIX B:**

# **NORTH CAROLINA CHILDREN'S SERVICES TRAINING ADVISORY COMMITTEE 2002**

1. Fasih Ahmed, *Faculty, Carolina Evaluation Center, NC A & T University*
2. Rhoda Ammons, *Program Consultant, Family Preservation/Family Support, NCDSS*
3. Kathy Birkhead, *Staff Development and Training Coordinator, Child and Family Services Association*
4. Cindy Blizewski, *Trainer, Mecklenburg County Youth and Family Services*
5. Kathy Boyd, *Executive Director, NASW-NC*
6. Rebecca Brigham, *Team Leader, Staff Development, NCDSS Children's Services*
7. Lane Cooke, *Jordan Institute for Families, UNC-CH School of Social Work*
8. Yvette Davenport, *Supervisor, Washington County DSS*
9. Jan Elliott, *Director, Scotland County DSS*
10. Cathy Ferran, *Cumberland County DSS*
11. William Griffin, *Executive Director, Independent Living Resources, Inc.*
12. Bob Hensley, *Consultant, NCDSS*
13. Betsy Lindsey, *Faculty, Department of Social Work, UNC-Greensboro*
14. Senthia Newsome, *Program Manager, Halifax County DSS*
15. Eddie Perkinson, *Johnston County DSS*
16. Connie Polk, *Regional Training Program Manager, NCDSS*
17. Javier Rivera, *Budget Analyst, NCDSS*
18. Debbie Ryals, *ECU Child Welfare Collaborative Project Director, ECU*
19. Jane Shooter, *Child Welfare Trainer, Cleveland County DSS*
20. Cherie Spehar, *NCSU Social Work Program*
21. Jennifer Sullivan, *NASW-NC*
22. Gale Trevathan, *Children's Program Representative, NCDSS*
23. Teresa Turner, *NCSU Social Work Program*
24. Mary Urzi, *Family Support Services Director, Wake County Human Services*
25. Evelyn Williams, *Director, NC Child Welfare Education Collaborative, UNC-CH School of Social Work*
26. Patrice White, *Program Director, BIABH Study Center*

## **APPENDIX C: REGIONAL TRAINING CENTERS**

### **Asheville Regional Training Center**

Asheville-Buncombe Technical Community College  
Pines Building  
340 Victoria Road, Room 400 – Training Rooms: 226 & 228  
Asheville, NC 28801  
Trainers: Steve Elledge and Geraldine Shuford

### **Charlotte Regional Training Center**

Central Piedmont Community College  
West Campus  
3210 CPCC West Campus Drive  
Training Rooms 2105 & 2110  
Charlotte, NC 28208  
Trainers: Virginia Clark and Dee Hunt

### **Fayetteville Regional Training Center**

Cumberland County Department of Social Services  
1225 Ramsey Street – Training Rooms: G-05A, G-05B, & G-05C  
Fayetteville, NC  
Trainer: Sue Dickinson and Caprice Shroats

### **Greensboro Regional Training Center**

Guilford Technical Community College  
J.C. Price Campus  
400 West Whittington Street – Training Rooms: 207 & 216  
Greensboro, NC 27406  
Trainers: Kaye Moody and Ginger Caldwell

### **Kinston Regional Training Center**

Lenoir Community College  
Main Building – Training Rooms: 202 & 205  
Highway 70  
Kinston, NC 28502  
Trainers: Ruth Harrison and Velvet Nixon

## **APPENDIX D:**

## **CURRICULUM STRUCTURE**

# Child Welfare Training System

100 Series

## Pre-service (Effective July 1998)

200 Series

*Tier 1*



*Tier 2*



300 Series

All in-service training

## **APPENDIX E:**

# **THE PARTNERSHIP'S TEN GOALS**

1. To formalize an ongoing process for reviewing and adopting child welfare competencies that are comprehensive, relevant, and responsive to the changing child welfare system in North Carolina.
2. To provide standardized pre-service and foundation-level training for all new child welfare services employees, and to provide specialized and advanced practice in-service training to child welfare services employees and other community professionals.
3. To implement and utilize the Individual Training Competency Assessment (ITCA) statewide computerized tracking system.
4. To develop a pool of competent trainers (both NCDSS staff and contract) to meet the changing needs of North Carolina's child welfare system.
5. To design a dynamic curriculum development system that emphasizes competencies, social work values, ethics, and North Carolina's child welfare standards in all learning tools.
6. To establish fully-functional regional training centers.
7. To ensure that evaluation becomes an integral component of the training system, including: evaluating trainers, participant learning, curricula, competencies, the ITCA process, training outcomes for children and families, cost analysis, and general satisfaction with training system responsiveness.
8. To have a policy and administrative structure that promotes ongoing and collaborative planning, management, and evaluation of all system components.
9. To develop and implement a transfer of learning system that is comprehensive, consistent, and structured.
10. To prepare undergraduate and graduate level social work students for work in children's services in county departments of social services.

## APPENDIX F:

# CURRICULUM DESCRIPTIONS

**1. Adolescent Independent Living 101.** This three-day residency seminar is devoted to providing basic independent living training on principles, assessment, teaching skills, and developing a program. Audience: all county and residential staff who work with adolescents. Developed by Independent Living Resources, Inc.

**2. Adolescent Independent Living Group Work.** This three-day curriculum is devoted to providing life skills training in the group setting. The program covers all aspects of running an adolescent skills group, including planning and setting up a group, location and other logistical concerns, motivation, incentives, and measuring success. Developed by Independent Living Resources, Inc.

**3. Adoptions in Child Welfare Services.** This three-day specialized curriculum focuses on children awaiting adoptive placement and families interested in adopting children. Topics covered include: policies, laws, and best practices that support a broad-based community approach to finding families; the importance of ensuring families are willing, able, and informed about the parenting of children who are available for adoption; the importance of gathering firm assessment information about the child's needs and the prospective families' strengths; the skills necessary to prepare the child and family for the adoption experience; and, to increase permanence, the need for a plan for post-placement support for the family. Developed by NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work.

**4. Adult Mental Health Issues which Impact Families Served by Child Welfare.** This two-day curriculum is designed to address the mental health needs of parents and caretakers involved with the child welfare system. It focuses on mental health illnesses that often affect a person's ability to parent, bringing the family to the attention of DSS. In this training participants will learn the causes, symptoms, prognosis, treatments, and interventions for depression, schizophrenia, bipolar disorder (manic-depression), borderline personality disorder, and what risks may be posed to children, to the person with the illness, and to workers. Developed by NC Family and Children's Resource Program, part of the Jordan Institute for Families at UNC-CH School of Social Work.

**5. Advanced Intervention Strategies for Family Preservation.** This nine-day curriculum is designed to revitalize the experienced county DSS and family-based worker by providing an in-depth look at several therapeutic skills. This curriculum is divided into three-day blocks. Between each three-day block is a six-week interval to reflect upon and use the newly learned skills before returning for another three-day block. The training experience is enhanced by a variety of creative approaches to learning, which can also be applied to the worker-family relationship. The trainers will facilitate the group process through discussion, skill building, coaching, journaling, self-reflection, partnering, and other activities. Developed by Home Remedies, part of Bringing It All Back Home Study Center at Appalachian State University.

**6. An Orientation to Team Decision Making.** This one-day training provides basic information on how to prepare for and implement Team Decision Making (TDM), one of the four core strategies of the Family-to-Family initiative. In TDM, all decisions involving removal, change of placement, or permanency for children served by public child welfare agencies are made collaboratively in a meeting facilitated by skilled agency staff. Participants include birth families, their support persons (including kin, providers of service, caregivers, and community representatives from the neighborhood in which the family resides), and agency staff. Questions of safety and risk are considered in an atmosphere emphasizing inclusion, openness, respect for all, and a strengths/needs based approach. Participants will have the opportunity to discuss and ask questions, and will receive materials that will assist them in orienting staff and colleagues to the TDM process. Led by Patricia Rideout, J.D., Senior Consultant with the Annie E. Casey Foundation. *(Implemented in 2002)*

**7. Case Planning and Management in Child Welfare Services.** This four-day specialized curriculum focuses on the skills, beliefs, and competencies needed to achieve successful outcomes with families and children. This training is interactive and gives participants many opportunities for skill practice. Topics covered include relationships as a foundation for practice, the role of the case manager, preparing to work with a family, utilizing risk assessment, setting objectives, family group decision making, completing the family services case plan, case documentation, monitoring the case, testifying in court, termination/transition, and professional development. Developed by the NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work. *(Revised in 2002 by NC DSS)*

**8. Child Development in Families at Risk.** This is a two-day foundation curriculum building on information learned in Child Welfare in NC Pre-service training. The course focuses on normal developmental milestones for infants and toddlers, school age children, and adolescents. It also covers the effects of abuse, neglect and trauma, such as environmental stress on the development of children. New research in the areas of brain development, temperament and resiliency are explored. Case studies are used to practice developmental assessments, family-centered practice and case planning. Developed by the NC Family and Children's Resource Program, part of The Jordan Institute for Families at the UNC-Chapel Hill School of Social Work.

**9. Child Welfare in North Carolina (Pre-Service).** This three-week, competency-based curriculum provides social workers and supervisors with an orientation to the North Carolina child welfare system. During this training participants are provided with an overview of the organizational structure of the county DSS; information about child welfare laws, policies, and standards; best practices related to family-centered practice and the family assessment; and the change process, from CPS intake to adoption. Developed by the NC Division of Social Services and the NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work. *(Revised in 2002 by NCDSS)*

**10. Child Welfare in North Carolina for BSW Students.** This five-day curriculum is targeted toward individuals pursuing a BSW from a North Carolina-accredited school of social work. In addition, students must also complete an internship in a North Carolina public child welfare agency. This training provides students with an overview of DSS and specific information regarding a case from the point of intake through adoptions. This training, in combination with the BSW educational requirements and a public child welfare field placement, meets the 72-hour pre-service training component required by law. Developed by the NC Division of Social Services.

**11. Child Welfare in North Carolina for MSW Students.** This five-day curriculum is targeted toward individuals pursuing a MSW from a North Carolina-accredited school of social work. In addition, students must also complete an internship in a North Carolina public child welfare agency. This training provides students with an overview of DSS and specific information regarding a case from the point of intake through adoptions. This training, in combination with the MSW educational requirements and a public child welfare field placement, meets the 72-hour pre-service training component required by law. Developed by the NC Division of Social Services.

**12. Conflict Management for Supervisors.** This two-day curriculum is designed to provide supervisors with an understanding of conflict and various strategies for addressing conflict in the work environment. During this training, participants will gain an understanding of the foundation of conflict as well as its causes and potential effects on a work team. Through small group discussions, case study reviews, and role plays, participants will be provided the opportunity to apply strategies to reduce conflict learned during the training. Developed by Resource for Change, Inc.

**13. Connecting with Families: Family Support in Practice.** This six-day specialized curriculum is designed for family support and family resource center workers and provides instruction in the skills necessary for working successfully with families in center-based programs, in support groups, and through home visiting. The training is interactive and skill-based. Developed by Home remedies, part of the Bringing It All Back Home Study Center at Appalachian State University.

**14. Creating and Sustaining a Vision for Multiple Response.** This one-day curriculum is designed to the ten MRS counties. This training provides supervisors and managers with the knowledge needed to communicate a vision for Multiple Response, mentoring workers and teams, and motivating and sustaining motivation among staff as the agency experiences “growing pains” related to MRS. Developed by the Annie E. Casey Foundation. (*Implemented in 2002*)

**15. Deciding Together: A Program to Prepare Families for Fostering or Adoption on an Individual Basis.** This three-day curriculum is based on the *Model Approach to Partnership in Parenting/Group Preparation and Selection* (MAPP-GPS) program. This program focuses on the twelve key abilities necessary for successful foster and /or adoptive parenting that are the basis of MAPP/GPS. *Deciding Together* develops individual families at a level equal to that of MAPP/GPS. This individual preparation and

selection program provides the agency with a flexible alternative to the group preparation and selection process. Developed by the Child Welfare Institute.

**16. Domestic Violence, an Overview.** This two-day curriculum focuses on the link between domestic violence and child maltreatment. Studies show that child abuse and neglect occurs in 45–70% of families experiencing domestic violence. Domestic violence issues can complicate the investigation, substantiation, and the treatment of child welfare cases. The relationship between child welfare workers and domestic violence advocates is often compromised by misperceptions about child welfare policies and domestic violence protocols. The purpose of this training is to provide knowledge of the dynamics of domestic violence to child welfare workers. Developed by the Partnership for Human Services East Carolina University School of Social Work.

**17. Dual Diagnosis in Substance Abuse.** This is a one-day workshop that is focused on dual diagnosis issues. During the workshop participants discuss and learn what different resources are available for a dually-diagnosed client, time constraints, and other barriers that prevent clients and social workers from getting the services needed to meet the family's needs. Some of the topics covered are factors in diagnostic confusion, introduction to the decision tree for addictions versus other psychiatric diagnosis, the RAATE scale, confidentiality and other client rights. (*Customized Training*)

**18. Effects of Separation and Loss on Attachment.** This two-day foundation curriculum is designed for social workers responsible for the removal and placement of children. It includes information about the attachment process, separation from the viewpoint of the child, grief reactions based upon childhood developmental ages and stages, and strategies to help a child reattach. Developed by the NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work. (*Revised in 2002 by the Jordan Institute*)

**19. Family-Centered Practice Foundation in Family Preservation Programs.** This four-day foundation curriculum is designed to provide family preservation and other home-based workers and supervisors with an overview of family-centered practice. It includes an introduction to the family-centered philosophy, instruction in the theoretical approaches upon which an integrated model of family-centered services is built, and an exploration of cultural competency. Developed by Home Remedies, part of the Bringing It All Back Home (BIABH) Study Center at Appalachian State University.

**20. Family-Centered Practice in Family Preservation Services.** This six-day specialized curriculum for family preservation and other home-based services workers provides instruction in the skills necessary for a successful in-home intervention. Developed by the Home Remedies, part of the Bringing It All Back Home (BIABH) Study Center at Appalachian State University.

**21. Financial and Legal Aspects of Adoption.** This two-day specialized curriculum covers the financial and legal components of the adoption process. Developed by the NC

Attorney General's Office and the NC Division of Social Services. This curriculum was previously called "Understanding North Carolina Adoption Laws."

**22. Foster Family Home Licensing in Child Welfare Services.** This two-day specialized curriculum focuses on the process of licensing foster parents through a county department of social services. Topics covered include North Carolina licensing procedures, issues of kinship and pre-adoptive placements, assisting families in the self-selection process and in their partnerships with other team members, matching children with the most appropriate placement, MEPA considerations, the roles of the licensing worker and the child placement worker, preventing disruptions, and skills for working with foster parents. Developed by the NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work. *(Revised in 2002 by NCDSS)*

**23. Foster Family Home Rules Changes.** This three-hour training is based on changes the Administrative Rules for the licensure of foster family homes that were effective on February 1, 2001 and July 18, 2002. It provides participants with an understanding of the purpose of each rule change and how it effects practice in public and private child placing agencies. Developed by the NC Division of Social Services. *(Implemented in 2002)*

**24. Fostering and Adopting the Child Who Has Been Sexually Abused (CSA/MAPP).** This four-day curriculum is designed to teach child welfare staff to train foster and adoptive families to work with sexually abused children. Participants are able to train experienced foster and/or adoptive families to make an informed decision about their willingness and readiness to apply specialized skills for meeting the needs of sexually abused children. Topics covered include understanding child sexual abuse, handling the double trauma of sexual abuse and placement, and responding to disclosures of prior sexual abuse. Developed by the Child Welfare Institute.

**25. Helping Youth Reach Self-Sufficiency (Foster Parent Training).** This three-day curriculum is designed to develop a core group of foster parents to provide continuing education and training to local foster parent associations on assisting foster youth to reach self-sufficiency. Developed by Independent Living Resources, Inc.

**26. In the Best Interest of the Child: Making Most of Visitation.** This two-day curriculum is designed to help child welfare workers improve the quality of visits between children in out-of-home care and their parents. Frequent visitation that focuses on maintaining the parent/child bond has been directly linked to timely and successful reunification. This curriculum will explore the three major visitation-related factors that reduce length of stay, techniques for using visitation as a therapeutic process, assessment and observation tools, and considerations when developing a visitation plan. Developed by NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work.

**27. Intake in Child Welfare Services.** This three-day specialized curriculum provides essential knowledge and skills to workers responsible for receiving reports of child maltreatment, assessing whether those reports meet the criteria for child abuse/neglect/dependency in North Carolina, and participating in the decision as to how the agency will respond. Much of the learning involves participant interaction, and participants are expected to engage in skill practice through experiential and group activities. Topics covered include reporting child maltreatment, relating to the caller, educating the public, intake interviews, screening, consultation, documentation, time frame issues, triage, and safety considerations. Developed by the NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work.

**28. Introduction to Child Sexual Abuse in Child Welfare Services.** This six-day specialized curriculum is designed to provide the social worker with a foundation for identifying and assessing child sexual abuse. Part 1 includes legal definitions of sexual abuse and related North Carolina statutes; personal and societal values and attitudes regarding sexual abuse; dynamics of the survivor, siblings, the non-offending parent and the offender; and policy and best practice in conducting child sexual abuse investigations. Part 2 includes practicing interviewing techniques with the victim, siblings, non-offending parent, and the offender; working with the juvenile offender; developing family-centered protection plans and case plans; treatment modalities; and ways to prevent burnout and compassion fatigue. Developed by the NC Division of Social Services in collaboration with NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-Chapel Hill School of Social Work.

**29. Introduction to Substance Abuse for Child Welfare Services.** This three-day curriculum focuses on children and families affected by alcohol and other drug abuse. Topics covered include family violence, child maltreatment, and intervention strategies. Developed by the NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-Chapel Hill School of Social Work.

**30 Introduction to Supervision for Child Welfare Services.** This nine-day curriculum focuses on the complex challenges new supervisors face. Participants are presented with ways to get support, information, and a way of addressing the interpersonal dynamics that can influence the effectiveness of the unit. Applications-oriented topics include individual learning styles, leadership skills, evaluation frameworks, group development, and team building. Developed by Resource for Change.

**31. Investigative Assessments in Child Welfare Services.** This specialized three-day curriculum focuses on the knowledge and skills necessary to complete an investigation of families referred for possible child abuse, neglect, and dependency. Topics covered include preparing to see the family, completing a comprehensive investigation of an allegation, documenting the assessment of child safety, and making decisions regarding substantiation for abuse and neglect. Developed by the NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work.

**32. IV-E: An Overview.** This one-day curriculum provides social work staff with an overview of the laws and policies regarding IV-E funding for children in the custody or placement responsibility of county departments of social services. Recent revisions have incorporated lessons learned from a IV-E eligibility audit and updated case scenarios. Developed by the NC Division of Social Services. *(Implemented in 2002)*

**33. Knock on the Door: An Exploration of Alternative Response in Olmstead County, MN Social Services.** This one-day event provides an overview of the Family Partners model with a glance at the assessment tools and service plan. Also examined will be the similarities and differences in the method of practice between a traditional and alternative response approach with families. Emphasis is on achieving safety and protection of children, improving child well-being, and strengthening families. Opportunities are provided for the experiential use of solution focused interviewing, appreciative inquiry, possibility therapy, signs of safety and ethnographic interviewing. Led by Dawn Christie, a child welfare social worker from the Olmsted County (Minnesota) Department of Human Services. *(Implemented in 2002)*

**34. Legal Aspects of Child Welfare in North Carolina.** This two-day foundation curriculum is designed to provide child welfare staff with legal information that will help them understand the role of the juvenile court in protecting abused, neglected, and dependent children. Developed by the Partnership for Human Services, East Carolina University School of Social Work and revised by the NC Division of Social Services.

**35. Medical Aspects of Child Abuse and Neglect for Non-Medical Professionals.** This two-day foundation curriculum is designed to help social workers understand the physical indicators of child abuse and neglect, secure medical examinations in a timely fashion, understand and interpret the results of those examinations, and help families understand follow-up care instructions for their children. Developed by the UNC-CH Medical School, Child Medical Evaluation Program.

**36. Model Approach to Partnerships in Parenting, Group Preparation and Selection (MAPP/GPS).** This eight-day curriculum is designed to guide foster and adoptive parent applicants and agencies through the complex issues they will face in working toward the goal of permanence for children. The curriculum is used as a framework to lead parent applicants towards assessing and learning the twelve key abilities necessary for successful foster and/or adoptive parenting. During the eight days, social workers will learn how to use the Group Preparation and Selection Program, including: the family profile, partnership and professional development plans, the summary and recommendation, and the ten meetings. They will also learn to help prospective foster and adoptive parents identify their strengths and needs in relation to fostering and adopting. Developed by the Child Welfare Institute.

**37. Money Matters: Foster Care Funding Basics.** This four-hour training is designed for child welfare staff, including program administrators, supervisors, and data entry and fiscal staff. It addresses the various funding streams that support foster care placements. Participants obtain information regarding the child placement and payment

system as well as information about facility rates. Developed by the NC Division of Social Services.

**38. Partners in Change (Pilot): A New Perspective on Child Protective Services.**

This three-day curriculum is a foundation training for MRS counties. It does not provide training in the Multiple Response model, policies, record keeping, etc. Rather, this curriculum is based on six principles of partnership necessary for working effectively with Multiple Response clients. Developed by Home Remedies, part of the Bringing It All Back Home Study Center at Appalachian State University. (*Implemented in 2002*)

**39. Partners in Change (State): A New Perspective on Child Protective Services..**

This is a one-day modified version of the curriculum *Partners in Change: A New Perspective on Child Protective Services*. State staff are provided with an understanding of the key family-centered practice principles and how they apply to CPS Services. The training is based on six topics including treating clients with respect, emphatic listening, identifying and using client strengths, avoiding labels and judgments, overcoming barriers to partnership, working with hostile and/or mandated clients, and the process of partnership. Developed by Home Remedies, part of the Bringing It All Back Home Study Center at Appalachian State University. (*Customized training*)

**40. Partners in Change I: A New Perspective on Child Protective Services.** This three-day training provides foundation training for CPS workers and supervisors who will be implementing the Multiple Response System (MRS). This training is built on the belief that the most effective way to protect children is to strengthen their families, and the most effective way to strengthen families is through solution-focused partnerships with helping professionals. It also recognizes that the very nature of child protection practice presents many barriers to partnership with families. This workshop is based on six principles necessary for family-centered partnerships, with an emphasis on their use in CPS practice. Developed by Home Remedies, part of the Bringing It All Back Home Study Center at Appalachian State University. (*Implemented in 2002*)

**41. Placement in Child Welfare Services.** This four-day specialized curriculum provides participants with information about making appropriate foster care placements and gives them numerous opportunities for skill practice. This curriculum focuses on strategies to minimize trauma to the child. Topics covered include the dynamics of attachment and separation, preparation for placement, the history and legal basis of foster care, permanency planning, ICWA and MEPA, visitation and reunification, teamwork among social workers, birth and foster families, behavior management, and sensitive foster care issues. Developed by the NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work.

**42. Real World Instructional Event.** This is a one-day event teaches youth in foster care to make career and lifestyle decisions. It helps them make a direct connection between the career they choose and the lifestyle they desire and exposes them to skills they need to interview for jobs, pursue continuing education, create a budget, and make

other critical choices. It offers direct learning and practice for youth with a powerful "punch." Developed by the Independent Living Resources Inc. (*Implemented in 2002*)

**43. Recruitment and Retention Strategies: Measure Twice, Cut Once.** This three-day curriculum looks at the agency's needs in the area of recruitment and retention and provides the participant with an opportunity to develop strategies for meeting those needs. Participants will receive information regarding effective use of the media in the dissemination of both general and child-specific information. This curriculum also gives an overview of the Multi-Ethnic Placement Act and how it affects recruitment, licensing, and placement. Developed by the NC Division of Social Services.

**44. Results Oriented Leadership.** This six-day curriculum is designed to provide supervisors with a structure and process they can use to connect the daily job responsibilities and activities of their staff with the agency's core purposes. This training will provide supervisors with the opportunity to explore the underlying values that support policies, laws, and standards that guide best social work practice in child welfare. Participants will learn various techniques and approaches that can be used to achieve results oriented outcomes and will be provided the opportunity to apply these techniques with staff within their own agency team. Through large and small group discussions, participants will be given the chance to develop an individual work plan that is conducive to their particular agency and team. Developed by Resources for Changes, Inc.

**45. Setting the Stage for Family-Centered Meetings: County Orientation.** This one-day interactive orientation training is focused on the use of family-centered meetings as part of service delivery within the Multiple Response System. Using a variety of lively materials, games, and exercises, participants will learn the general guidelines for preparing for the meetings, explore the inclusion of children, extended family, and community members in the meetings, and understand the purpose, structure, and professional roles during the meetings. Participants will learn, and share in a new, respectful, and effective way of working with families. Developed by the North Carolina Family-Centered Meetings Project at North Carolina State University, Social Work Department. (*This curriculum was implemented in 2002*)

**46. Shared Parenting.** Shared Parenting is a three-day curriculum teaches certified MAPP/GPS Leaders to build specific skills and abilities of experienced foster parents. This curriculum provides seven, 2- to 3-hour modules each of which can be used as stand alone in-service training for foster and adoptive parents. Modules include: Finding a Way to Share, Making and Maintaining Boundaries in Shared Parenting, Fear and Control in Shared Parenting, Partnering with Parents Who Abuse Substances, Shared Parenting to Foster or Adopt Children from Families Where There Is Domestic Violence, Shared Parenting to Foster or Adopt Children Whose Parents are Mentally Ill, and Shared Parental Responsibilities. Developed by the Child Welfare Institute. (*Implemented in 2002*)

**47. Skills and Awareness Development for Team Decision Making.** This is one of the four core strategies at the heart of the Annie E. Casey Foundation's Family-to-Family

initiative. Team Decision Making involves not just foster parents and case workers but also birth families and community members in all placement decisions to ensure a network of support for the child and adults who care for them. This course provides facilitators with the knowledge and skill necessary to facilitate effective team meetings. An overview of the TDM process and steps for facilitation is discussed. Skills practice is an integral component of the training. Developed by the Annie E. Casey Foundation. *(Implemented in 2002)*

**48. Structured Decision Making Assessments in Child Welfare Services.** This two-day curriculum provides social work staff with a historical and philosophical overview of the Structured Decision Making process and tools. Participants are provided with an opportunity to apply a family-centered approach in gathering information needed for the Safety Assessment, Risk Assessment, Family Strengths and Needs Assessment, Case Decision Summary, Risk Reassessment and Family Reunification Assessment. Developed by the NC Division of Social Services. *(Implemented in 2002)*

**49. Taking the Next Step.** This two-day curriculum is offered to foster parents who have completed the seminar *Helping Youth Reach Self-Sufficiency*. The seminar provides an opportunity for advancing facilitation skills, troubleshooting potential problems, problem-solving current obstacles, and additional material for training other foster parents and/or independent living groups. This curriculum is intended to provide transfer of learning opportunities and technical assistance. Participant competencies also qualify foster parents as Life Skills Specialists or as potential trainers for the Division. Developed by Independent Living Resources, Inc.

**50. The Emotional Aspects of Termination of Parental Rights (TPR).** This two-day training is designed to help child welfare workers better understand the effects of TPR on children, birth parents, and workers themselves. Specifically, participants will discuss how to talk with children and birth parents about TPR, the ethics of TPR, the long-term psychological effects of TPR on the child and birth parents, and options for maintaining contact between the child and birth family. The ability of goodbye visits to help birth parents and children lessen the trauma of TPR, after care needs and support for birth parents, and the emotional stages and toll of TPR on workers are also discussed. Developed by NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work.

**51. Trainer Skills Development.** This two-day training supports and challenges trainers in their efforts to provide high quality learning experiences for child welfare workers. It focuses on the trainer as a facilitator of learning, establishing and maintaining a positive climate, providing clear instructions for activities, and processing/discussing training activities. Developed by the NC Division of Social Services in conjunction with Resources for Change, Inc.

**52. True Colors.** This one-day curriculum is an easy, entertaining way to begin to understand communication styles. Identifying your style is an invaluable tool of engaging families, co-workers, and other professionals. Based on the principles of "edutainment,"

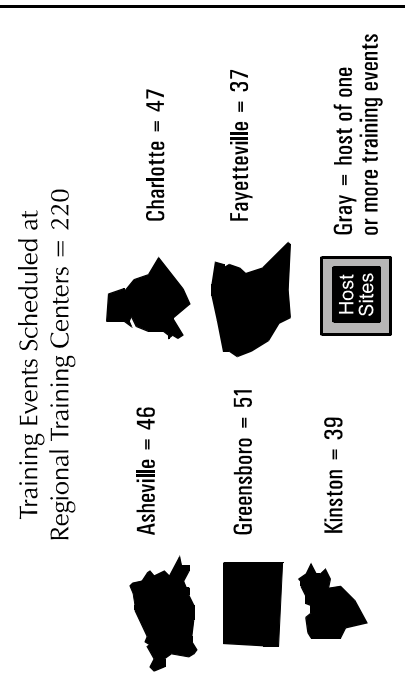
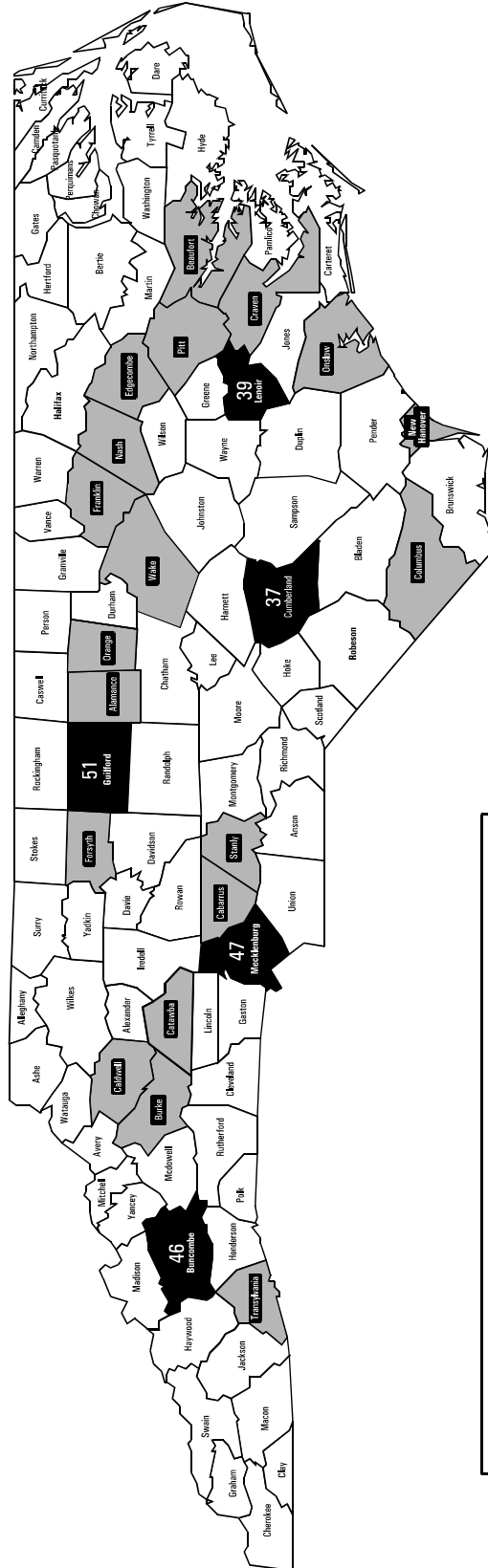
True Colors is an exciting and fun way to improve understanding of yourself and others. During this training, practical applications will be discussed that will help you build positive relationships. Developed by the NC Division of Social Services.

**53. Understanding and Intervening in Child Neglect.** This three-day training helps participants understand how neglect affects children and families and gives them strategies for intervening effectively. Participants leave with an understanding of how poverty and neglect are linked (but not the same) and develop skills for working with families who are neglectful. Developed by NC Family and Children's Resource Program, part of the Jordan Institute for Families at UNC-Chapel Hill School of Social Work. *(Implemented in 2002)*

**54. Understanding Child Mental Health Issues.** This three-day training provides a basic understanding of the five childhood mental health problems most commonly seen in child welfare settings. Children in the foster care system have much higher rates of mental health problems than do children in the general population. Participants will learn the causes, symptoms, prognosis, risks, treatments and interventions for pediatric depression, juvenile bipolar disorder, ADD/ADHD, oppositional-defiant and conduct disorder, and posttraumatic stress disorder. Developed by NC Family and Children's Resource Program, part of the Jordan Institute for Families at UNC-Chapel Hill School of Social Work. *(Implemented in 2002)*

**APPENDIX G:**  
**TRAINING STATISTICS ACROSS**  
**NORTH CAROLINA**

## Training Statistics Across North Carolina



### Key Statistics

Total number of curricula offered:	50
Total number of training events:	252
Total number of training days:	1,127
Total number of county DSS workers registered:	4,657
Total number of other workers registered:	950

# TABLES

**Table 1: Training Events and Days Delivered During 2002**

	NC DSS Children's Services Section, Staff Development Team Training	Total # Events	# Events at RTC's	Total Trng.Days
1.	Adolescent Independent Living 101	2	0	6
2.	Adolescent Independent Living Group Work	1	0	3
3.	Adoptions in Child Welfare Services	8	8	24
4.	Adult Mental Health Issues which Impact Families Served by Child Welfare	4	4	8
5.	An Orientation to Team Decision Making	1	0	1
6.	Case Planning and Management in Child Welfare Services	5	5	20
7.	Child Development in Families at Risk	16	16	32
8.	Child Welfare in North Carolina, Weeks I, II, and III	41	41	492
9.	Child Welfare Services in NC for BSW Students	3	0	15
10.	Child Welfare Services in NC for MSW Students	1	0	5
11.	Connecting With Families: Family Support in Practice	4	0	24
12.	Creating and Sustaining a Vision for Multiple Response	2	0	2
13.	Deciding Together	2	2	6
14.	Domestic Violence, An Overview	3	3	6
15.	Dual Diagnosis in Substance Abuse	1	1	1
16.	Effects of Separation and Loss on Attachment	18	18	36
17.	Family-Centered Practice Foundation in Family Preservation Programs	3	0	12
18.	Family-Centered Practice in Family Preservation Programs	3	0	18
19.	Financial and Legal Aspects of Adoption	2	0	4
20.	Foster Family Home Licensing in Child Welfare Services	6	6	18
21.	Foster Family Home Rules Changes	4	0	4
22.	Fostering and Adopting the Child Who Has Been Sexually Abused	1	1	4
23.	Helping Youth Reach Self-sufficiency (Foster Parent Training)	1	0	3
24.	In the Best Interests of the Child: Making Most of Visitation	3	3	6
25.	Intake in Child Welfare Services	8	8	24
26.	Introduction to Child Sexual Abuse	8	8	48
27.	Introduction to Substance Abuse for Child Welfare Services	4	4	12
28.	Introduction to Supervision for Child Welfare Services	3	3	27
29.	Investigative Assessments in Child Welfare Services	4	4	12
30.	IV-E: An Overview	4	4	4
31.	Knock on the Door: An Exploration of Alternative Response in Olmstead County, MN Social Services	3	0	3
32.	Legal Aspects of Child Welfare in North Carolina	8	0	16
33.	Medical Aspects of Child Abuse and Neglect for Non-Medical Professionals	9	0	18
34.	Model Approach (MAPP/GPS)	8	8	64
35.	Money Matters: Foster Care Funding Basics	7	7	7
36.	Partners in Change (Pilot): A New Perspective on Child Protective Services	4	1	12
37.	Partners in Change (State): A New Perspective on Child Protective Services	2	0	2
38.	Partners in Change I: A New Perspective on Child Protective Services	2	0	6
39.	Placement in Child Welfare Services	5	5	20
40.	Real World Instructional Event	2	0	4
41.	Results Oriented Leadership	2	2	12

**Table 1 (Continued): Training Events and Days Delivered During 2002**

	NC DSS Children's Services Section, Staff Development Team <b>Training</b>	<b>Total # Events</b>	<b># Events at RTC's</b>	<b>Total Trng.Days</b>
42.	Setting the Stage for Family-Centered Meetings: County Orientation	5	0	5
43.	Shared Parenting	4	4	16
44.	Skills and Awareness Development for Team Decision Making (TDM)	2	0	10
45.	Structured Decision Making Assessments in Child Welfare Services	5	5	10
46.	Taking the Next Steps	1	0	2
47.	The Emotional Aspects of Termination Parental Rights - TPR	5	5	10
48.	Trainer Skills Development	2	2	4
49.	Understanding and Intervening in Child Neglect	6	6	18
50.	Understanding Child Mental Health Issues	4	4	11
TOTALS		252	188	1,127

**Table 2: Individuals Registering for One or More Training Events in 2002**

<b>Number of Individuals Registering for One or More Training Events in 2002</b>	
Individuals registered for one event	1,505
Individuals registered for two events	629
Individuals registered for three events	317
Individuals registered for four events	198
Individuals registered for five events	87
Individuals registered for six events	56
Individuals registered for seven events	33
Individuals registered for eight events	9
Individuals registered for nine events	3
<b>TOTAL INDIVIDUALS</b>	<b>2,837</b>
<b>TOTAL REGISTRATIONS</b>	<b>5,607</b>

**Table 3: Registrants from County DSS's by Curriculum  
During 2002**

Training	1 Accepted	Attended	No Show	Event Not Held	2 Canceled	3 Wait List	4 Closed	5 Prerequisite Not Met	Total Registrants (1+2+3+4+5)
1. Adolescent Independent Living 101	26	26			6				32
2. Adolescent Independent Living Group Work	12	12							12
3. Adoptions in Child Welfare Services	61	51	2	8	16			1	78
4. Adult Mental Health Issues that Impact Families Served by Child Welfare	60	54	2	4	15			1	76
5. Advanced Intervention Strategies for Family Preservation	7			7					7
6. An Orientation to Team Decision Making	66	57	9		8				74
7. Case Planning and Management in Child Welfare Services	116	82	1	33	28	5	1		150
8. Child Development in Families at Risk	262	242	17	3	48	7	8		325
9. Child Welfare in North Carolina, Weeks I, II, and III	425	423	2		44				469
10. Child Welfare Services in NC for BSW Students	7	7							7
11. Child Welfare Services in NC for MSW Students	2	2							2
12. Conflict Management for Supervisors	2			2	6				8
13. Connecting With Families: Family Support in Practice	11	10	1		3				14
14. Creating and Sustaining a Vision for Multiple Response	64	60	4		1				65
15. Deciding Together	16	15	1		1				17
16. Domestic Violence, An Overview	71	57	1	13	18	1			90

**Table 3 (Continued): Registrants from County DSS's by Curriculum  
During 2002**

Training	1 Accepted	Attended	No Show	Event Not Held	2 Canceled	3 Wait List	4 Closed	5 Prerequisite Not Met	Total Registrants (1+2+3+4+5)
17. Dual Diagnosis in Substance Abuse	8	7	1						8
18. Effects of Separation and Loss on Attachment	262	243	16	3	61				323
19. Family-Centered Practice Foundation in Family Preservation Programs	3	2		1	4				7
20. Family-Centered Practice in Family Preservation Programs	5	2	2	1	7				12
21. Financial and Legal Aspects of Adoption	33	23	1	9	6				39
22. Foster Family Home Licensing in Child Welfare Services	46	35		11	2				48
23. Foster Family Home Rules Changes	167	148	19		2				169
24. Fostering and Adopting the Child Who Has Been Sexually Abused	6	3	1	2	5				11
25. Helping Youth Reach Self-sufficiency (Foster Parent Training)	8	8				1			9
26. In the Best Interesting of the Child: Making Most of Visitation	37	32	5		6				43
27. Intake in Child Welfare Services	66	64	2		16				82
28. Intro to Child Sexual Abuse	135	130	5		35	6	1		177
29. Introduction to Substance Abuse for Child Welfare Services	38	34	4		9				47
30. Introduction to Supervision for Child Welfare Services	45	38	3	4	9			1	55
31. Investigative Assessments	64	54	1	9	23				87
32. IV-E: An Overview	68	68			9	6			83
33. Knock on the Door: An Exploration of Alternative Response	96	86	10		7				103
34. Legal Aspects of Child Welfare	273	220	28	25	68	22	3		366
35. Medical Aspects of Child Abuse & Neglect	283	257	20	6	53				337

**Table 3 (Continued): Registrants from County DSS's by Curriculum  
During 2002**

Training	1 Accepted	Attended	No Show	Event Not Held	2 Canceled	3 Wait List	4 Closed	5 Prerequisite Not Met	Total Registrants (1+2+3+4+5)
36. Model Approach (MAPP/GPS)	97	90	3	4	12	3	4		116
37. Money Matters: Foster Care Funding Basics	99	86	2	11	8	1			108
38. Partners in Change (Pilot)	102	91	11		12				114
39. Partners in Change (State)	6	6							6
40. Partners in Change I	51	50	1		3				54
41. Placement in Child Welfare Serv.	78	57	5	16	16				94
42. Real World Instructional Event	15	13	2		2				17
43. Recruitment and Retention Strategies	8			8	1				9
44. Results Oriented Leadership	26	23	3		10				36
45. Setting the Stage for Family- Centered Meetings: County Orientation	88	88							88
46. Shared Parenting	63	61	2		17	27			107
47. Skills and Awareness Development for Team Decision Making	24	24			1				25
48. Structured Decision Making Assessments in Child Welfare Services	70	69	1		9				79
49. Taking the Next Steps					1				1
50. The Emotional Aspects of Termination Parental Rights - TPR	45	43	2		7				52
51. Trainer Skills Development	4	4			3				7
52. True Colors	23			23					23
53. Understanding and Intervening in Child Neglect	100	93	7		21	2	11		134
54. Understanding Child Mental Health Issues	93	82	6	5	26	8	28		155
<b>TOTAL</b>	<b>384 3</b>	<b>3432</b>	<b>203</b>	<b>208</b>	<b>666</b>	<b>89</b>	<b>56</b>	<b>3</b>	<b>4657</b>

**Table 4: Registrants from Other Agencies by Curriculum  
During 2002**

Training	1 Accepted	Attended	No Show	Event Not Held	2 Canceled	3 Wait List	4 Closed	5 Prerequisite Not Met	Total Registrants (1+2+3+4+5)
1. Adolescent Independent Living 101	14	11	3		4				18
2. Adolescent Independent Living Group Work	7	7							7
3. Adoptions in Child Welfare Services	7	7			5				12
4. Adult Mental Health Issues that Impact Families Served by Child Welfare	2	2						1	3
5. Advanced Intervention Strategies for Family Preservation	1			1					1
6. An Orientation to Team Decision Making	11	8	3		2				13
7. Case Planning and Management in Child Welfare Services	3	2		1	1				4
8. Child Development in Families at Risk	9	8	1		1		1		11
9. Child Welfare in North Carolina, Weeks I, II, and III	9	9			1				10
10. Child Welfare Services in NC for BSW Students	2	2							2
11. Child Welfare Services in NC for MSW Students	2	2							2
12. Conflict Management for Supervisors	4			4					4
13. Connecting With Families: Family Support in Practice	102	98	4		11				113
14. Creating and Sustaining a Vision for Multiple Response	3								3
15. Deciding Together	7	7			3				10
16. Domestic Violence, An Overview	1	1			1				2

**Table 4 (Continued): Registrants from Other Agencies by Curriculum  
During 2002**

Training	1 Accepted	Attended	No Show	Event Not Held	2 Canceled	3 Wait List	4 Closed	5 Prerequisite Not Met	Total Registrants (1+2+3+4+5)
17. Dual Diagnosis in Substance Abuse									
18. Effects of Separation and Loss on Attachment	12	12			2	1			15
19. Family-Centered Practice Foundation in Family Preservation Programs	34	32	1	1	1				35
20. Family-Centered Practice in Family Preservation Programs	35	34	1		7				42
21. Financial and Legal Aspects of Adoption	2	2							2
22. Foster Family Home Licensing in Child Welfare Services	17	16	1		1				18
23. Foster Family Home Rules Changes	142	125	17		8				150
24. Fostering and Adopting the Child Who Has Been Sexually Abused	11	4		7	2				13
25. Helping Youth Reach Self-sufficiency (Foster Parent Training)	17	17			5				27
26. In the Best Interests of the Child: Making Most of Visitation	4	3		1					4
27. Intake in Child Welfare Services					1				1
28. Intro to Child Sexual Abuse	4	4			6				10
29. Introduction to Substance Abuse for Child Welfare Services	2	1	1						2
30. Introduction to Supervision for Child Welfare Services	1	1			1			2	4
31. Investigative Assessments	1	1							1
32. IV-E: An Overview	4	3		1	3	1			8
33. Knock on the Door: An Exploration of Alternative Response	17	15	2		1				18
34. Legal Aspects of Child Welfare in North Carolina	4	3	1		3				7

**Table 4 (Continued): Registrants from Other Agencies by Curriculum  
During 2002**

<b>Training</b>	<b>1 Accepted</b>	<b>Attended</b>	<b>No Show</b>	<b>Event Not Held</b>	<b>2 Canceled</b>	<b>3 Wait List</b>	<b>4 Closed</b>	<b>5 Prerequisite Not Met</b>	<b>Total Registrants (1+2+3+4+5)</b>
35. Medical Aspects of Child Abuse Neglect	1	1							1
36. Model Approach (MAPP/GPS)	104	78	6	20	25	9		10	148
37. Money Matters: Foster Care Funding Basics	34	30		4	7				41
38. Partners in Change (Pilot)	1	1			1				2
39. Partners in Change (State)	57	57			2				59
40. Partners in Change I	3	3			1				4
41. Placement in Child Welfare Services	4	4			1				5
42. Real World Instructional Event	4	4			1				5
43. Recruitment and Retention Strategies	7			7					7
44. Results Oriented Leadership	4	3	1		1				5
45. Setting the Stage for Family-Centered Meetings	19	19							19
46. Shared Parenting	7	5	2		6	13			26
47. Skills and Awareness Development for Team Decision Making	1	1							1
48. Structured Decision Making Assessments in Child Welfare Services	1	1							1
49. Taking the Next Steps	21	13	8		1				22
50. The Emotional Aspects of Termination Parental Rights - TPR	2		2						2
51. Trainer Skills Development	11	11			5				16
52. True Colors	1			1					1
53. Understanding and Intervening in Child Neglect	3	3							3
54. Understanding Child Mental Health Issues	6	1		5			4		10
<b>TOTAL</b>	<b>782</b>	<b>672</b>	<b>54</b>	<b>56</b>	<b>121</b>	<b>29</b>	<b>5</b>	<b>13</b>	<b>950</b>

**Table 5: Registrants by NC County Departments of  
Social Services During 2002**

COUNTY DSS	NUMBER OF REGISTRANTS														
	OVERALL REGISTERED		ATTENDED		NO SHOW		REGISTRANT CANCELED		WAITING LIST		REGISTRATION CLOSED		EVENT NOT HELD		Pre- requisite not met
1. Alamance	92		82	89%	3	3%	5	6%	1	1%	1	1%			
2. Alexander	13		9	70%	1	7%	3	23%							
3. Alleghany	6		4	66%			1	17%	1	17%					
4. Anson	4		1	25%	1	25%	1	25%			1	25%			
5. Ashe	4		3	75%			1	25%							
6. Avery	2		2	100%											
7. Beaufort	42		37	89%	1	2%	1	2%	3	7%					
8. Bertie	6		2	33%			2	33%	1	17%	1	17%			
9. Bladen	41		34	83%			5	12%					2	5%	
10. Brunswick	15		13	87%			2	13%							
11. Buncombe	105		79	75%	4	4%	15	15%					7	6%	
12. Burke	25		13	52%	4	16%	1	4%					7	28%	
13. Cabarrus	129		85	66%	9	7%	25	19%	5	4%			5	4%	
14. Caldwell	74		48	66%	12	16%	12	16%	1	1%			1	1%	
15. Camden	2		1	50%									1	50%	
16. Carteret	30		23	77%			7	23%							
17. Caswell	34		25	74%	1	3%	4	11%	2	6%	1	3%	1	3%	
18. Catawba	127		86	68%	4	3%	25	20%	4	3%	3	2%	5	4%	
19. Chatham	39		32	82%	1	3%	4	9%			1	3%	1	3%	
20. Cherokee	9		7	78%			2	22%							
21. Chowan	2		2	100%											
22. Clay	5		3	60%			1	20%	1	20%					

**Table 5 (Continued): Registrants by NC County Departments of  
Social Services During 2002**

COUNTY DSS	NUMBER OF REGISTRANTS														Pre-requisite not met
	OVERALL REGISTERED		ATTENDED		NO SHOW		REGISTRANT CANCELED		WAITING LIST		REGISTRATION CLOSED		EVENT NOT HELD		
23. Cleveland	42		25	60%	5	12%	12	28%							
24. Columbus	24		21	88%			1	4%	2	8%					
25. Craven	95		76	80%	5	5%	11	12%			1	1%	2	2%	
26. Cumberland	194		132	68%	12	6%	20	11%	6	3%	6	3%	18	9%	
27. Currituck	5		5	100%											
28. Dare	11		10	90%			1	10%							
29. Davidson	45		39	87%			1	2%			1	2%	4	9%	
30. Davie	1														1 - 1%
31. Duplin	34		23	68%	1	3%	9	26%	1	3%					
32. Durham	116		67	58%	5	5%	37	32%	4	3%			3	2%	
33. Edgecombe	19		12	63%			4	21%	2		1	16%			
34. Forsyth	156		114	73%	4	3%	21	13%	5	3%	3	2%	9	6%	
35. Franklin	40		31	78%	5	12%	4	10%							
36. Gaston	85		69	81%	1	1%	9	11%	4	5%			2	2%	
37. Gates	10		7	70%			1	10%					2	20%	
38. Graham	21		14	67%	2	10%	3	13%	1	5%			1	5%	
39. Granville	10		10	100%											
40. Greene	22		16	73%	1	4%	1	4%	1	4%			3	15%	
41. Guilford	275		203	74%	11	4%	26	10%	9	3%	18	7%	8	2%	
42. Halifax	20		12	60%			8	40%							
43. Harnett	70		62	88%			4	6%					4	6%	
44. Haywood	69		38	55%	12	17%	19	28%							
45. Henderson	48		41	85%			2	4%					5	11%	
46. Hertford	16		15	94%	1	6%									

**Table 5 (Continued): Registrants by NC County Departments of  
Social Services During 2002**

	NUMBER OF REGISTRANTS														
COUNTY DSS	OVERALL REGISTERED		ATTENDED		NO SHOW		REGISTRANT CANCELED		WAITING LIST		REGISTRATION CLOSED		EVENT NOT HELD		Pre-requisite not met
47. Hoke	5		4	80%			1	20%							
48. Hyde	8		6	75%			2	25%							
49. Iredell	83		60	73%	2	2%	10	12%	5	6%	2	2%	4	5%	
50. Jackson	50		39	78%	2	4%	5	10%					4	8%	
51. Johnston	26		18	69%	2	8%	1	4%	1	4%			4	15%	
52. Jones	11		9	82%									2	18%	
53. Lee	31		16	53%	2	6%	7	22%			1	3%	5	16%	
54. Lenoir	44		36	82%	1	2%	6	14%	1	2%					
55. Lincoln	22		17	76%	1	5%	1	5%					3	14%	
56. Macon	7		6	86%			1	14%							
57. Madison	6		4	66%	1	17%	1	17%							
58. Martin	5		4	80%			1	20%							
59. McDowell	16		15	94%					1	6%					
60. Mecklenburg	399		282	71%	33	8%	77	19%	3	1%			4	1%	
61. Mitchell	9		7	78%			2	22%							
62. Montgomery	6		5	83%			1	17%							
63. Moore	21		15	71%			5	24%					1	5%	
64. Nash	120		111	92%	2	2%	5	4%			1	1%	1	1%	
65. New Hanover	101		79	78%	1	1%	11	11%					10	10%	
66. Northampton	8		7	88%	1	12%									
67. Onslow	200		137	68%	10	5%	28	14%	3	1%	5	2%	17	9%	
68. Orange	71		53	75%	2	3%	11	15%					5	7%	
69. Pamlico	16		16	100%											
70. Pasquotank	17		14	82%			3	18%							

**Table 5 (Continued): Registrants by NC County Departments of Social Services During 2002**

NUMBER OF REGISTRANTS															
COUNTY DSS	OVERALL REGISTERED		ATTENDED		NO SHOW		REGISTRANT CANCELED		WAITING LIST		REGISTRATION CLOSED		EVENT NOT HELD		Pre-requisite not met
71. Pender	38		29	76%	2	5%	5	14%	2	5%					
72. Perquimans	3		2	66%					1	44%					
73. Person	14		11	79%			1	7%	1	7%	1	7%			
74. Pitt	42		34	80%			6	14%			1	3%	1	3%	
75. Polk	11		8	73%	2	18%							1	9%	
76. Randolph	78		63	81%	1	1%	11	14%					3	4%	
77. Richmond	16		14	87%			2	13%							
78. Robeson	170		123	71%	6	4%	21	12%	2	2%	1	1%	17	10%	
79. Rockingham	32		24	76%	1	3%	2	6%	2	6%	3	9%			
80. Rowan	28		23	82%			5	18%							
81. Rutherford	49		38	78%	1	2%	9	18%	1	2%					
82. Sampson	12		10	83%			2	17%							
83. Scotland	15		10	66%					3	20%	1	7%	1	7%	
84. Stanly	51		34	66%			5	10%					12	24%	
85. Stokes	33		18	55%			9	27%	3	9%	2	6%	1	3%	
86. Surry	22		17	77%			3	14%					2	9%	
87. Swain	18		13	72%			4	22%					1	6%	
88. Transylvania	44		24	55%	3	7%	16	36%	1	2%					
89. Tyrrell	0														
90. Union	49		36	74%	2	4%	8	16%					2	4%	1 – 2%
91. Vance	65		45	69%	3	5%	15	22%	1	2%			1	2%	
92. Wake	93		61	66%	8	8%	19	20%	1	1%			4	5%	
93. Warren	22		12	55%			8	36%					2	9%	

**Table 5 (Continued): Registrants by NC County Departments of Social Services During 2002**

NUMBER OF REGISTRANTS															
COUNTY DSS	OVERALL REGISTERED		ATTENDED		NO SHOW		REGISTRANT CANCELED		WAITING LIST		REGISTRATION CLOSED		EVENT NOT HELD		Pre-requisite not met
94. Washington	33		24	73%			1	3%	3	9%			5	15%	
95. Watauga	12		10	83%			2	17%							
96. Wayne	28		19	68%	2	7%	7	25%							
97. Wilkes	10		7	70%	1	10%	2	20%							
98. Wilson	89		71	81%	2	2%	11	12%					4	4%	1 – 1%
99. Yadkin	14		14	100%											
100. Yancey	50		45	90%	3	6%	2	4%							
<b>GRAND TOTAL</b>	<b>4657</b>		<b>3,432</b>	<b>74%</b>	<b>203</b>	<b>4%</b>	<b>666</b>	<b>14%</b>	<b>89</b>	<b>2%</b>	<b>56</b>	<b>1%</b>	<b>208</b>	<b>4%</b>	<b>3 – 1%</b>

***Total Number of Registrants from Other Agencies and Their Employment Type***

Number Of Registrants		Number Of Registrants By Employment Type	
o Attended	672	o County Non-DSS	85
o No Show	54	o Federal Agencies	14
o Cancelled	121	o Not Applicable (Students/Foster Parents)	49
o Waiting List	29	o Private Agencies/Business	577
o Registration Closed	5	o Private Universities/Colleges	8
o Prerequisite not met	13	o State Agencies/Public Universities	217
o Event not held	56		
<b>Total Registered</b>	<b>950</b>		

**Table 6: Registrations Received and Training Events Scheduled  
at the Regional Training Centers in 2002**

TRAINING		ASHEVILLE		CHARLOTTE		FAYETTEVILLE		GREENSBORO		KINSTON		OTHER LOCATIONS	
		Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd
1.	Adolescent Independent Living 101											2	50
2.	Adolescent Independent Living Group Work											1	19
3.	Adoptions in Child Welfare Serv.	2	9	2	16	1*	8	2	21	2	36		
4.	Adult Mental Health Issues that Impact Families Served by Child Welfare	1	14	1	20			2*	30	1	15		
5.	Advanced Intervention Strategies for Family Preservation											1*	8
6.	An Orientation to Team Decision Making											1	87
7.	Case Planning and Management in Child Welfare Services	2	33	2*	23	2*	44	2*	48	1*	6		
8.	Child Development in Families at Risk	3*	38	5*	60	4*	53	4	88	3	97		
9.	Child Welfare in North Carolina, Weeks I, II, and III	11	84	11	153			10	129	9	113		
10.	Child Welfare Services in NC for BSW Students											3	9
11.	Child Welfare Services in NC for MSW Students											1	4
12.	Conflict Management for Supervisors	1*	12										
13.	Connecting With Families: Family Support in Practice											5*	127
14.	Creating and Sustaining a Vision for Multiple Response											2	68
15.	Deciding Together			1	13	1	14						
16.	Domestic Violence, An Overview	1*	18	1	15	1	29			1	30		
17.	Dual Diagnosis in Substance Abuse					1	8						

**Table 6 (Continued): Registrations Received and Training Events Scheduled  
at the Regional Training Centers in 2002**

TRAINING		ASHEVILLE		CHARLOTTE		FAYETTEVILLE		GREENSBORO		KINSTON		OTHER LOCATIONS	
		Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd
18.	Effects of Separation and Loss on Attachment	3*	43	4	64	5	76	4	70	3	85		
19.	Family-Centered Practice Foundation in Family Preservation Programs					1*	2					3	40
20.	Family-Centered Practice in Family Preservation Programs					1*	1					3	53
21.	Financial and Legal Aspects of Adoption											4*	41
22.	Foster Family Home Licensing in Child Welfare Services	2	14	2*	7	2	25	1	7	1*	13		
23.	Foster Family Home Rules Changes											4	319
24.	Fostering and Adopting the Child Who Has Been Sexually Abused							1	15	1*	9		
25.	Helping Youth Reach Self-sufficiency (Foster Parent Training)											1	36
26.	In the Best Interest of the Child: Making Most of Visitation			1	18	1*	1	2	28				
27.	Intake in Child Welfare Services	1	8	2	15	2	22	2	22	1	16		
28.	Intro to Child Sexual Abuse	2	29	2	41	1	33	2	57	1	27		
29.	Introduction to Substance Abuse for Child Welfare Services	1	12			1	9	1	15	1	13		
30.	Introduction to Supervision for Child Welfare Services			1	24	1*	5	1	18	1	12		
31.	Investigative Assessments	1	17	1*	9	1	10	1	21	1	31		
32.	IV-E: An Overview	1	12	1	27	1*	1	1	34	1	17		

**Table 6 (Continued): Registrations Received and Training Events Scheduled  
at the Regional Training Centers in 2002**

TRAINING		ASHEVILLE		CHARLOTTE		FAYETTEVILLE		GREENSBORO		KINSTON		OTHER LOCATIONS	
		Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd
33.	Knock on the Door: An Exploration of Alternative Response											3	121
34.	Legal Aspects of Child Welfare in North Carolina											10*	373
35.	Medical Aspects of Child Abuse & Neglect for Non-Medical Professionals											10*	338
36.	Model Approach (MAPP/GPS)	2*	62	2	54	1	23	2	69	2	56		
37.	Money Matters: Foster Care Funding Basics	2	40	1*	15	2	28	2	53	1	13		
38.	Partners in Change (Pilot)	1	16									3	100
39.	Partners in Change (State)											2	65
40.	Partners in Change I											2	58
41.	Placement in Child Welfare Services	1	9	2*	16	1*	11	2	30	2*	33		
42.	Real World Instructional Event											2	22
43.	Recruitment and Retention Strategies	1*	6					2*	10				
44.	Results Oriented Leadership					1	21	1	20				
45.	Setting the Stage for Family-Centered Meetings: County Orientation											5	107
46.	Shared Parenting	1	22			1	29	1	47	1	35		
47.	Skills and Awareness Development for Team Decision Making											2	26
48.	Structured Decision Making Assessments in Child Welfare Services	1	11	1	20	1	10	1	10	1	29		

**Table 6 (Continued): Registrations Received and Training Events Scheduled  
at the Regional Training Centers in 2002**

TRAINING		ASHEVILLE		CHARLOTTE		FAYETTEVILLE		GREENSBORO		KINSTON		OTHER LOCATIONS	
		Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd
49.	Taking the Next Steps											1	23
50.	The Emotional Aspects of Termination Parental Rights - TPR	2	24	1	11			1	10	1	9		
51.	Trainer Skills Development	1	12			1	11						
52.	True Colors					1*	17			1*	7		
53.	Understanding and Intervening in Child Neglect	1	14	1	16	1	43	2	49	1	15		
54.	Understanding Child Mental Health Issues	1*	11	2	54			1	67	1	33		
<b>TOTAL</b>		<b>46</b>	<b>570</b>	<b>47</b>	<b>691</b>	<b>37</b>	<b>534</b>	<b>51</b>	<b>968</b>	<b>39</b>	<b>750</b>	<b>71</b>	<b>2,094</b>

Total events scheduled at RTC	220 [218 (delivered) + 32 *(cancelled/re-scheduled due to inclement weather/low registration/budget cuts)]
Total overall events scheduled	291 [252 (delivered) + 39 *(cancelled/re-scheduled due to inclement weather/low registration/budget cuts)]
Total registrations for events held at RTCs	3,513
Total overall registrations received	5,607